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A case study in urban teacher education : the Center for Inner City Studies, 1966-1971.

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A CASE STUDY IN URBAN TEACHER EDUCATION:

THE CENTER FOR INNER CITY STUDIES

1966 - 1971

A Dissertation Presented

By

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B.A., Texas College
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Submitted to the Graduate School of the
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April (Month) 1971 (Year)

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HEREIN LIES THE TRAGEDY OF THE AGE: NOT THAT MEN ARE POOR---ALL MEN KNOW SOMETHING OF POVERTY; NOT THAT MEN ARE IGNORANT---WHAT IS TRUTH? NAY, BUT THAT MEN KNOW SO LITTLE OF MEN.

William Edward Burghardt Du Bois

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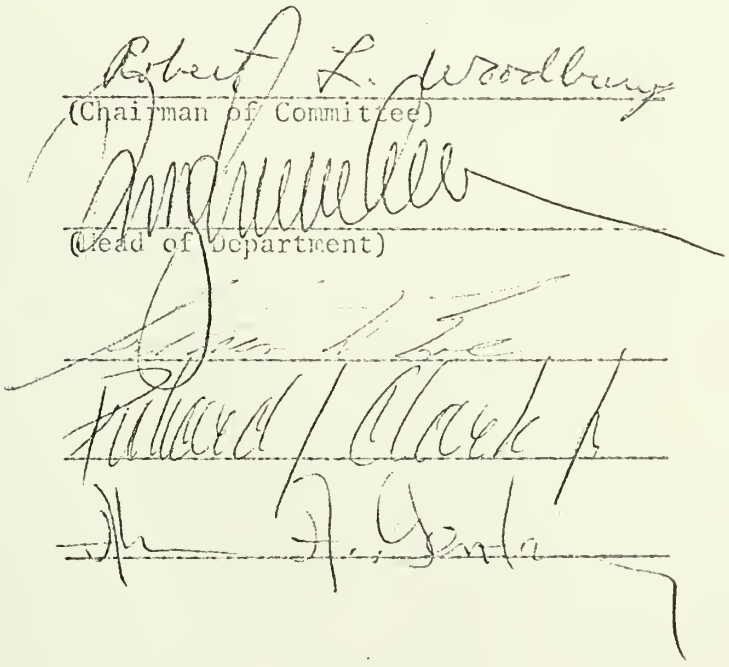

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G. B.

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INTRODUCTION

According to Harry N. Rivlin, "Teaching is difficult, and teaching people to teach in an urban school is one of the most difficult of all kinds of teaching."[1] Unfortunately, however, the /vast/ majority of teacher preparation programs have not been even marginally concerned with or directed toward readying teachers for urban inner-city school experiences even though more than 50 percent of /our/ teachers in the United States find their first job opportunity in urban schools.

Eighty percent of America's population lives in 321 metropolitan communities. It is estimated that by 1990 the population of these areas will have doubled, and yet, by their own admission the 281 colleges and universities responding to a survey by John Egerton indicated that they had been doing very little to prepare their graduates to work with inner-city children. Less than one in six institutions had made any substantial change in its curriculum for this purpose and only two in five had any /future/ intention of so doing.[2]

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[1]Harry N. Rivlin, "A New Pattern for Urban Teacher Education," Journal of Teacher Education, Summer, 1966, pp. 177-184.

[2]John Egerton, "Survey: A Lack of Preparation in the Colleges," Southern Education Report, April, 1967, pp. 2-13.

A Los Angeles teacher graduated from a large university a few years ago. In a letter to its Department of Education, he lamented that he had been grossly ill-prepared for teaching in an urban area. The university in question has completely revamped its teacher education program so that its present approach to urban teacher training is considered outstanding. Its program was patently traditional, however, during this student's undergraduate years.

He wrote:

> The students are all Black . . . and very poor. There are many areas to discuss, but I shall attempt to mention some of the most pressing differences between this (school) and the middle-class school for which I was prepared, and for which all students were prepared.[3]

He deplored the lack of books and other supplies and the paucity of equipment and facilities, and he describes teachers' efforts to compensate for these poor conditions. This young teacher attributed the problem of teacher absenteeism to the difficulty of the work and the inadequate monetary compensation. He saw other negative aspects of his job as overcrowded conditions, poverty, lack of education of the parents, and the inability of some students to achieve in school because they held jobs in order to help relieve the financial pinch at home. The young teacher observed that the children

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[3]Letter, Joseph Preziosi to The Center for Urban Education, School of Education, University of Massachusetts, September, 1969.

were not motivated by their parents who "do not see any chance for their children to escape. . . ." Hunger, too, was cited as a hindrance to the educational process. Finally, the most devastating indictment of our traditional teacher training process was his statement:

> These are the children who need the most help but (they are) not the ones whom I was taught to teach. After all, I did not even know that there were such children. No one ever mentioned them to me in my methods courses. When I was student teaching at the university, the children were, on the whole, well-off (financially), sensible, white, happy and intelligent. All in all, the situation has been quite different from anything which I was brought to expect in my teacher training.[4]

The plight of this teacher is not exceptional. On the contrary, his case exemplifies the frustration that may be experienced by urban teachers who find themselves in a situation for which they have been ill-prepared.

The serious problem of public school teachers who are inadequately trained to teach the youngsters of urban America becomes more acute each year. Kenneth B. Clark asserts:

> The traditional approach to teacher preparation has not only failed to provide teachers with the necessary know-how to develop individual potential; it has prepared them in such a way as to add to the denial of the individual worth of the inner-city student.[5]

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[4] Ibid.

[5] Kenneth B. Clark, "Stimulation of Racially Disadvantaged Children," in Education in Depressed Areas, ed. by A. Harry Passow (New York: Teachers College Press, 1963), pp. 148-149.

Probably no other issue is causing more concern and anxiety in education than that of determining the type of faculty that is needed to teach in our cities and the kind of training which these faculty members should receive if they are to function effectively. Haubrich states:

> Effective inner-city teaching can only be handled by teachers who understand the problems and issues at stake. And these issues revolve about the future of our democratic society, for one cannot speak of a democratic society in which all participate unless one is willing to face up to the kinds of dilemmas which immediately make themselves known in depressed areas.[6]

Many urban school teachers are products of standardized preservice and inservice teacher training programs which, to a great degree, reflect the philosophies and traditions of the past. Current attempts by many of our colleges and universities to produce effective teachers for inner-city schools are failing.

Some college professors have claimed that those teachers who have problems are not sufficiently dedicated, while some teachers consider their professors unable to help them understand the ramifications of the learning process and criticize the professors for not imparting appropriate teaching methods.[7] The search by teacher training institutions

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[6]Vernon F. Haubrich, "Teachers for Big-City Schools," Education in Depressed Areas, ed. by A. Harry Passow (New York: Teachers College Press, 1963), p. 247.

[7]James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Co., 1964), pp. 73-84.

for more relevant approaches is indicative of the pressing need for a successful design for preparing urban teachers.

There are few in the educational community who would not agree that providing realistic, effective educational programs for young people is the greatest and perhaps the most difficult challenge facing teachers today. This is particularly true of education in areas where there is a high concentration of Black people, Puerto Ricans, Appalachian Whites, Mexican Americans and American Indians.

Many training programs, federally-supported and otherwise, have had only limited success because of a lack of trained teachers who could work effectively with students with special needs and because program administrators have had only a limited understanding of these students. Ornstein has criticized the traditional course work involved in teacher preparation. He contends that traditional programs are irrelevant and inadequate because they have not dealt extensively with the unique problems of inner-city schools and communities.[8]

That only a small number of students from the inner-city prepare to become teachers contributes to the difficulty of staffing schools in ghetto areas. When more young people from these communities are recruited for teaching careers, the staffing problem may become less challenging. Increasingly,

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[8]Allan C. Ornstein, "Cynicism or Witticism: Professors of Education and Ghetto School Teachers," Journal of Secondary Education, XLIII (April, 1968), pp. 162-164.

it is being recognized that the persons who have the desire, the rapport with youngsters, and the greatest interest in the success of inner-city children are the residents indigenous to such communities. All too frequently, teachers and administrators see the possibility of upward mobility of low income children as limited, not by environmental factors that can be changed, but by /unalterable/ internal factors such as limited intellectual capacity. Teachers and future teachers who themselves have been victimized by such faulty reasoning may be able to counteract such attitudes and help to reduce the level of this type of thinking. Such persons should be vigorously recruited for service in the low-income areas of our cities, although they, too, will require special training.

Although the general supply of teachers across the nation seems, at this writing to have equalled the demand, there remains a pressing need for competent teachers at all grade levels in inner-city schools. These schools, lacking the more attractive working conditions offered by some other school districts, experience difficulty in competing for genuinely effective teachers. The result is that underprivileged children who have the most obvious need for the most highly skilled teachers are least likely to obtain them. The solution to this problem, too, lies in the recruitment and training of teachers specifically for inner-city schools.

Bruce W. Tuckman and John L. O'Brian assert:

> Most teacher education programs are, or have been, very little concerned with the peculiar needs of

> disadvantaged children who will be taught by young graduates. Nor does the fact that one is, himself, a product of a similar environment as his students guarantee his success. Too many such teachers have lost their "empathy," as they are upwardly mobile, and consequently, are unable to understand the needs of students.[9]

The key person upon whom the educational system depends is the classroom teacher. The teacher's attitudes and behavior play an increasingly important role, especially for inner-city youth, in determining whether students learn or reject learning, communicate or fail to do so. The teacher's success or lack of it depends to a great extent upon his perceptions about himself, about teaching, and about the students. There is little doubt that the teacher is the most important element of successful educational programs.

The Need For Teacher Education Models

While many colleges and universities are seeking new ways of preparing teachers for low income urban areas, few have developed models which have proved successful in practice. Some of these institutions have operated on a hit-or-miss basis that features periodic, fragmentary changes in curriculum and methods. Very few have embarked upon a comprehensive study of the problems of the inner-city, nor have they employed a systematic approach to the preparation of teachers to face those problems. Since most traditional institutions have

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[9]Bruce W. Tuckman and John L. O'Brian, Preparing to Teach the Disadvantaged (New York: The Free Press, 1969), p. 167.

endeavored to prepare teachers for a broad spectrum of elementary and secondary school systems, it is unlikely that they will soon develop the capacity to devote the time and effort necessary for proper focus on the inner-city. It is, however, essential that a concentrated effort be made in this direction.

Maurie Hillson and Francis P. Purcell warn:

> These programs cannot be piece-meal. Educational tinkering is the term /we use/ to describe the addition of a course or seminar here or there, usually carrying a title that reflects the current vogue. Too many such programs are fragmented. It is absolutely essential that educational programs for the inner-city be well-planned.[10]

While it is possible that the departments of education in American colleges will gradually update and re-orient their undergraduate programs, it is perhaps more practical and more realistic to hope that programs designed for graduate students will include innovative measures. Often graduate colleges are more inclined to experiment with new ideas and new methods than are undergraduate departments of education. In this regard, Hillson and Purcell, in describing a procedure for preparing experienced teachers for more effective service in urban schools, advise:

> Assigning a priority based on the ability of a graduate school of education to make a meaningful impact leads to the conclusion that an intensive quality program in pre-school and elementary education is the first order of commitment. By recruiting into the program carefully selected "fellows" from an inner-city for a summer program, plus a full academic

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[10]Maurie Hillson and Francis P. Purcell, "A Master's Degree in Urban Education," in Preparing to Teach the Disadvantaged (New York: The Free Press, 1969), p. 276.

> year, the graduate school can create a group of teachers who can return to their schools and become agents of educational change. After the fellow returns to the school, by his association with a continuing university-fostered educational program, he can serve through the expansion of his ideas, in recruiting other fellows for the program, and as a master teacher for the clinical experiences of the upcoming fellows. Emanating out of the graduate school of education will be a constant flow of fellows.[11]

Purpose of the Study

The purpose of this study is to describe the organization and historical development of a teacher training unit designed to focus on problems of the inner-city and the preparation of teachers for urban schools. It is important when such a program has shown promise of success, that its approach be studied and documented so that other institutions may adopt those elements of the model that appear to be transferable.

Hillson and Purcell state:

> The university will fulfill its obligation in the area of educational research by carefully recording and inventorying successful and unsuccessful educational efforts as they relate to elementary, secondary, and graduate education. The educational variables will be carefully controlled so that reliable and valid information can be made generally available. Deliberate effort will be made to avoid strictly behavioral science research, although the insights and strategy of behavioral scientists will be put to use to determine valid and reliable educational strategy and content.[12]

Arthur D. Morse, in a 1960 report on educational experimentation, considered that it was time to reduce the volume

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[11] Ibid.

[12] Ibid.

of educational experiments in favor of making a critical analysis of those which were then being carried out. He believed that collection and dissemination of the results of the more effective experiments would be of greater significance than a continuation of less meaningful experimentation. Morse suggested:

> Educators as well as interested lay citizens should be more fully informed about current innovations in order to consider their possible applicability to local situations. Descriptions of some of the more promising experiments should be non-technical, based on personal study and observation and of practical value to the reader. /Much of/ this material has never been brought together, though snatches have appeared in educational journals and formal reports.[13]

Despite this argument, over a decade ago, for more effective collection and dissemination, the need has yet to be met. There is still not a concentrated effort in this direction, even though new experiments are undertaken with great frequency.

Robert H. Salisbury states:

> Descriptive analysis has greatly enriched our understanding of how alternative structures operate. A full menu of recipes for changing the structures has been developed and here and there implemented. And while we are far from realizing closure on our uncertainties /education/ is now getting an underpinning of evidence and systematic analysis.[14]

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[13]Arthur D. Morse, Schools of Tomorrow--Today (Garden City: Doubleday & Co., Inc., 1960), p. 60.

[14]R. H. Salisbury, "Schools and Politics in the Big City," Teaching in the Inner City (New York: T. Y. Crowell Co., 1970).

Objectives of the Study

The general objective of this study is to provide helpful information to those who may, in the future, have an opportunity to organize a similar teacher-training component for teachers of the disadvantaged.

The specific objectives of the study are:

To document the formation and development of the Center for Inner City Studies, an urban teacher education unit of Northeastern Illinois State College, Chicago, Illinois.

To examine from an historical perspective how an institution, with a combination of government and local funding, developed substantial educational programs.

To ascertain from former students their degree of satisfaction while enrolled in the program and following their experiences in the Center for Inner City Studies.

To determine the geographical origins of program participants and whether they returned to inner-city teaching following their program experience.

To seek evidence of the impact of the Center for Inner City Studies.

To examine Black-White relationships within an educational setting.

To examine the relationship between the Center for Inner City Studies and Northeastern Illinois State College.

Basic Assumptions

The Center for Inner City Studies, according to local authorities, was one of the first institutions in the United States to dedicate itself to the preparation of teachers for

service in inner-city and ghetto areas.[15] It was assumed at the outset of this study that, although the Center began as an experimental project in teacher education, it has been recognized by some local and national educators for its work in urban education.

Further, it is assumed:

that information obtained for this study through personal interviews and questionnaires is an accurate reflection of the circumstances and events germane to the study.

that special training is a necessity for teachers who seek employment in the inner-city areas of our cities.

that the training for inner-city teachers should relate, in a large measure, to the attitudinal aspects of teaching.

that courses exploring the histories and cultures of minority groups should be essential elements of a curriculum designed to prepare teachers for schools serving ethnic minorities.

that cooperation between academic departments is necessary to the optimum success of a multi-disciplinary curriculum.

that cooperation between educational institutions and federal agencies may produce substantial educational programs.

Procedures

The historical-descriptive survey method of research, utilizing the questionnaire-interview technique, was used to collect data and to produce a general description of the development of the Center for Inner City Studies. The following

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[15] Norman Mark, "They Learn the Culture of Poverty," Panorama--Chicago Daily News, February 4, 1967, p. 3.

procedures have been utilized in the collection and preparation of data for the study:

1. Review of the literature pertaining to teacher education in general, and urban teacher education, in particular. Specific attention is devoted to studies based on the preparation of teachers for inner-city schools.

2. The study utilizes the personal interview extensively. This technique is employed in the development of each chapter.

   Donald H. Smith, founder of the Center for Inner City Studies provided much information. President Jerome M. Sachs and Dean Vincent F. Malek, of the Graduate College, as well as other administrators and faculty members of Northeastern Illinois State College, made significant contributions. Administrators, faculty members, students and former students of CICS participated in the series of interviews, several of them on more than one occasion. Local school and social agency administrators provided information that has proved useful in the development of the study. Several persons, such as President William Engbretson of Governors State University, provided insights from a national perspective.

3. The files of the College as well as those of the Center were made available for purposes of the study and revealed much pertinent information.

4. The results of four earlier studies were examined. These were: The Trippe Report of 1967; The U.S. Office of Education Report, on the Experienced Teacher Fellowship Program, 1967-68; E. M. Thomas' Survey of ExTFP Graduates 1969, and the Report of the North Central Association of Colleges and Secondary Schools, 1970.

5. Specific sets of questionnaires, for three separate groups of students and graduates, were administered between November, 1970, and January, 1971, and are the primary source of the information presented in Chapters IV and V.

6. The writer visited the Center for Inner City Studies on numerous occasions to observe and participate in class proceedings. This personal observation was helpful in understanding the enthusiasm conveyed by some students and teachers.

7. The returns from the questionnaire were tabulated and summarized according to the following manner:
   (a) Specific data were coded and key punched on IBM data processing cards for tabulation by electronic equipment.
   (b) A descriptive analysis of the data is presented in Chapters IV and V.

8. Data have been summarized, conclusions drawn, and recommendations made.

Limitations of the Study

Most teacher education programs have not been designed to provide a special type of training for persons who work, or who intend to work, in urban-ghetto schools. The Center for Inner City Studies was created for the purpose of preparing teachers for such schools. This study is designed only to collect and present information and insights, from an historical perspective, into the organization and development of the Center for Inner City Studies. It is not intended to be an evaluation.

The study is confined within the range and domain of the information obtainable from personal interviews, questionnaires, the files of Northeastern Illinois State College and the Center for Inner City Studies, and personal observation.

The study is limited in obvious respects by its dependence on the accurate and candid reconstruction of events by the many persons interviewed, and by its dependence on the self-report data obtained through several sets of questionnaires.

This study is intended to provide a more intelligible concept of how urban educational programs for teachers of the disadvantaged may be organized, and to present a description of certain elements of one such program. Although the setting is a thoroughly urban environment, the conditions and circumstances may be peculiar to Chicago, Illinois.

Since the Center for Inner City Studies was, in 1970, a developing teacher education component, the information presented in the study is intended to be useful as supportive rather than conclusive evidence of the Center's effectiveness or ultimate impact upon education in general and teacher education in particular.

Design of the Study

This study presents an historical description of the organization of the Center for Inner City Studies and its development from inception in August, 1966, through January, 1971. The study makes an effort to determine the kinds and degrees of institutional support and flexibility that existed when the formation of the Center was initially considered, and during its developmental stages.

The study consists of six chapters. In Chapter I, the rationale for the creation of special educational programs for inner-city teachers and for descriptive studies based upon educational research have been discussed. Additionally, the purpose, objectives, basic assumptions, procedures, and limitations of the study have been set forth. In Chapter II a number

of issues relevant to the creation of this urban teacher education unit are discussed. Included are prevailing local and national attitudes of the early and middle 1960's regarding questions of race, politics and education. In Chapter II, also, the educational priorities of the participants in the early planning for the institution that was to become Northeastern Illinois State College, the parent institution of the Center for Inner City Studies, are considered.

In Chapter III of the study three teacher training programs which were operative within the Center for Inner City Studies between September, 1966, and January, 1971, are examined. These are: (1) the Experienced Teacher Fellowship Program (ExTFP); (2) the Prospective Teacher Fellowship Program (PTFP); and (3) the Extended Day Program. This section scrutinizes to a lesser degree two other programs that are not as directly related to the preparation of teachers at the graduate level. These are the Cultural Linguistics Follow Through Project and the Career Opportunities Program.

In Chapter IV the results of a survey of participants in the two fellowship programs of the Center for Inner City Studies are presented. The rationale for the study's concentration of these two groups is three-fold: (1) The ExTFP was the major project of the Center during its first year of operation; (2) These two projects were the training vehicles which, more than any others, determined the direction of the Center's teacher-education programs; and, (3) The fellows selected for

these programs, represented, at least theoretically, the Center's original conception of educational change agents for the improvement of education of the disadvantaged.

In Chapter V the local and national visibility of the Center are considered, with comments from local and nationally-known educators. Local educational and social agencies, as well as other educational institutions, provided data for Chapter V. The investigation sought evidence relevant to the assumption that the Center's influence is apparent in urban education programs locally and, to some degree, nationally.

Finally, in Chapter VI the preceding chapters are summarized, conclusions are drawn, and recommendations for further study are outlined. Apparent racial conflicts and a poor relationship with the College have affected the Center for Inner City Studies from its inception. Chapter VI links the preceding four chapters because racial and institutional relations were major forces affecting the formation and development of the Center, as well as its day-to-day operation. Evidence of cooperation is presented, as are instances of major and minor antagonisms. In this context, obvious questions are whether it is possible for Blacks and Whites to work together in an educational environment to create a successful organization; or, are the racial tensions in American society today so profound that they can threaten the viability of an educational institution?

Overview: The Center for Inner City Studies

The Center for Inner City Studies of Northeastern Illinois State College, Chicago, Illinois, officially came into existence on August 1, 1966. The primary financial support for the Center came, originally, from an Experienced Teacher Fellowship Program Grant awarded under Title V, Part C, of the Federal Higher Education Act of 1965. The program, leading to the degree of Master of Education in Inner City Studies, began on September 8, 1966. The Center's three full-time and seven part-time faculty members were present to greet twenty-five nationally selected Fellows and 138 local students from the Chicago area. The faculty has grown significantly since that modest beginning to include fifteen full-time members, fifteen part-time members, and three faculty assistants in 1971. More than 500 students were enrolled during the 1970-71 academic year.

Located in the midst of the Black Ghetto on Chicago's South side, the Center for Inner City Studies is housed in the Abraham Lincoln Center, a structure which was designed and built by Frank Lloyd Wright between 1903 and 1905. The building is situated in a slum area and, until early 1970, shared its space with a social settlement. It provided a useful setting for the preparation of teachers of the disadvantaged. Donald H. Smith, founder of the Center for Inner City Studies, has said, "The proper study for inner city teachers is the inner city; therefore any edifice housing them should be located in

the heart of a slum area."[16] The Center has been described as being "physically in the middle of a model cities target area and intellectually in the heart of America's crisis."[17] Because of its great percentage of poor, Black and severely disadvantaged population, Chicago provides an unparalleled setting for identifying and challenging many social and educational ills.

The Center's relationship to Northeastern Illinois College has not always been clearly defined. It is examined in this study. An important question was whether a legitimate relationship can exist between a relatively affluent state college with an overwhelmingly White, middle class student-body situated on the far northwest edge of Chicago, and a teacher-training component located in the middle of the Black ghetto, twenty miles away. The study examines the advantages and disadvantages of this relationship.

Definitions of Terms Used in the Study

CYCLE:	A three-trimester academic year in which fellowship recipients received graduate training in Inner City Studies.
DISADVANTAGED:	Used in reference to children who have been deprived of the tools and the resources necessary to their success in the schools as they now exist.
DISPLACED TEACHERS:	Black teachers, primarily in the southern United States, who have lost their jobs as a result of consolidation of Black and White schools.

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[16] Donald Hugh Smith and Nancy L. Arnez, "Inner City Studies: Graduate Training for Teachers of the Disadvantaged," Journal of Higher Education, Volume XX Number 3 (Fall 1969), pp. 347-350.

[17] Nancy L. Arnez, "Center for Inner City Studies," Chicago, 1969 (Mimeographed.)

GHETTO:	Any section of a city in which many members of some national or racial group live, or to which they are restricted.
INNER-CITY:	The older, central areas of a large city, generally inhabited by the low-income residents of the city.
NATIONAL DEFENSE EDUCATION ACT:	A legislative Act whose purpose is the improvement of the educational system of the United States.
SELF-FULFILLING PROPHECY:	A concept suggesting that one person's prediction of another person's behavior somehow comes to be realized. The prediction may be realized only in the perception of the predictor, although it is possible that the predictor's expectation is communicated to the other person, thereby influencing his actual behavior.
TRADITIONAL APPROACH:	A long-established conventional method, not necessarily well-suited for preparing teachers for service in inner-city schools.

Chronology

September 5, 1961:	Chicago Teachers College Chicago--North opens.
August, 1962:	Jerome M. Sachs Appointed Academic Dean of Chicago Teachers College--North.
July 16, 1965:	State of Illinois assumes ownership and control of CTC--North through the Board of Governors of State Colleges and Universities.
July 23, 1965:	Chicago Teachers College--North becomes Illinois Teachers College Chicago--North.
January 19, 1966:	Proposal submitted for Experienced Teacher Fellowship Program.
March 1, 1966:	Jerome M. Sachs appointed President of Illinois Teachers College Chicago--North.
March 14, 1966:	Faculty Senate Steering Committee grants approval for Experimental, Temporary Graduate-level (M.A.-M.Ed.) Programs in Inner City Studies.
September 8, 1966:	Center for Inner City Studies opens officially.
July 1, 1967:	Illinois Teachers College becomes Northeastern Illinois State College.
March 18, 1968:	Graduate program in Inner City Studies is granted permanent status in Graduate College Curriculum.

C H A P T E R I I

THE FORMATION OF THE CENTER FOR INNER CITY STUDIES

Introduction

The Center for Inner City Studies (CICS) is a graduate-level department within the College of Education of Northeastern Illinois State College. Northeastern, initially known as Chicago Teachers college--North, opened officially in September, 1961. It was designed not only to help alleviate the great shortage of teachers for the Chicago public schools but to improve the traditional educational process for Chicago teachers.

The Center for Inner City Studies was created as an adjunct of the College in 1966. It was not included in the original plans for the "New" Chicago Teachers College, but was established as a result of the desire of a small group of College personnel to intensify the effort to prepare teachers for urban schools.

In order to provide an understanding of the educational climate which led to the formation of the Center for Inner City Studies, this study offers some description of the creation and early development of the College. This

seems appropriate because the original goals of the College were, in many ways, similar to the purposes for which the Center was established.

The College itself was an emerging institution during the 1960's and one of its objectives was innovation in teacher education. Thus, establishment of the Center was, perhaps, a natural development as College officials sought to bring increased educational relevance to its programs.

Early efforts by College personnel to attract federally-funded programs, through the "Dawson Plan" in particular, underscored the College's desire to make a more significant contribution to urban education.

The New Teachers College

During the late 1950's the Chicago Board of Education, responsible for the administration of Chicago Teachers College as well as the city's public school system, budgeted 5½ million dollars to build a second Teachers College on the city's north side. The existing Teachers College, whose main campus was located on the south side, was at that time producing almost 50 percent of the classroom teachers and administrators for Chicago's schools. But this institution at maximum productivity could graduate only 400 new teachers per year, hardly keeping pace with a growing school population which had more than doubled in critical areas of the city within the past ten years. This enormous growth was attributed to: (1) the birth rate which followed World War Two and the

Korean War, and (2) the migration of thousands of Black and White school-age children from the southern United States. One study indicates that 400,000 White residents of Chicago who had moved into the suburbs during the 1950's were "replaced" by 328,000 Black migrants from the south.[1] These in-coming Blacks did not move into integrated communities but were forced, by residential restrictions, to squeeze into the already over-crowded Black ghettos of the south and west sides. This led eventually to severely over-crowded schools in the Black communities and, ultimately, to double-shift schools in these areas.

The General Superintendent of Schools estimated in 1957, "Normally we would need 800 teachers a year; now we need 1500, and if we were to reduce class size as we would like to do, it would require an additional 2000 teachers."[2]

In December, 1957, the Superintendent had called together a group of nationally-known educators in committee to formulate plans for the new institution, which was to be located on the far northwest side of Chicago.[3] The

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[1]Joseph Pois, The School Board Crisis (Chicago: Educational Methods, Inc., 1964), p. 48.

[2]Benjamin C. Willis--Teachers College Conference, Chicago, Illinois, December 26-28, 1957.

[3]Conference participants were James E. Allen, Chairman, Commissioner of Education, State of New York; Charles Anspaugh, President, Central Michigan College; William Brish, Superintendent, Board of Education of Washington County; Harold Gores, Superintendent, Newton (Mass.) Public Schools; Reuben Gustavson, President, Resources for the Future, Inc.; and, Francis Keppel, Dean, Graduate School of Education, Harvard University.

Superintendent emphasized that there was a need not only for more teachers but for an enrichment of their quality. At that time, one-sixth of the teaching force had less than four years of college training, and there were indications of future difficulties as a decline in pupils' reading scores and achievement levels became more evident. The Chicago school system had only recently been able to divest itself of an image created during the 1930's and 40's, when the schools had deteriorated to a point where their accreditation was in danger.[4]

The Superintendent charged the Teachers College Planning committee to determine the type of teacher-training institution that would be needed for the 1960s' and beyond, and to decide the nature of a program necessary to prepare teachers. He was also concerned about the problems of making such a program available to the system's experienced teachers.[5]

The Superintendent stated:

> I hope you will be pioneering in what this educational program might be. I hope you will be thinking that teaching is a career. We are not interested in running with the hounds . . . not interested in maintaining the status quo. We want the most creative

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[4]Joseph Pois, op. cit., p. 28. Pois considered the predicament of Chicago's public schools as symptomatic of a general civic lethargy. He stated, "This reflected a citizenry that had become inured to mediocrity and ineptness."

[5]Benjamin C. Willis--Teachers College Conference, Chicago, Illinois, December 26-28, 1957.

> ideas as to the best program of teacher education . . . we would like to be able to look into the classroom of 1975 and know that the teacher leading that class is our most valuable teacher because of her (his) experience as a student in our Teachers' College. We want this to be such a conception of a program of education that teachers from all over the country would want to come because we have something special. We would like to think that the program achieved, the ingenuity and quality of the staff and the exceptional housing might pave the way for one hundred more like it to be built in the next one hundred years.[6]

Participants in the second planning conference held in Chicago on March 24-25, 1958, explored ways to carry out the plans set forth at the December meeting.[7] They considered that the new college should prepare teachers who were educated in the humanities, behavioral sciences, social sciences, natural sciences, and mathematics. The Associate Superintendent for Higher Education sought to impress upon both panels the importance of concern for the attitudes desirable in the new teachers who would be dealing with children from many diverse cultures and backgrounds. The curriculum, she said, "should include anthropology, sociology, and psychology, as basic content for teacher needs in Chicago, with training in depth in some specialized field."[8]

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[6] Ibid.

[7] Participants were Payson S. Wild, Vice-president and Dean of Faculties, Northwestern University; Paul E. Klopsteg, Associate Director, National Science Foundation; Douglas Knight, President, Lawrence College; Rothwell Stephens, Professor, Knox College; Bernard Weinberg, Professor of Romance Languages, University of Chicago; Paul R. Hanna, and Lee L. Jacks, Professors of Child Education, Stanford University.

[8] Evelyn Carlson, Remarks to the Teachers College Planning Conference, Chicago, Illinois, December 26-28, 1957.

The conferences produced many questions for consideration as new dimensions for teacher preparation in the new college were proposed. Superintendent Willis asked:

> Should we be concerned about the future of a central city (like Chicago)? This is now an issue; there are vast sociological changes taking place. Perhaps the role of the central school may be one of purely custodial function. If so, how will this affect our college? The public schools will not /sic/ get a cross section of students. How, then, can we get a cross section of teachers to teach the children? In a city as large as Chicago, it appears safe to assume that one will continue to find every level of student and every type of school somewhere in the city. This implies the responsibility of the teacher training institution to adapt to all sorts of situations. How do you get this adaptability? We can conclude that the purpose of this college is not to prepare teachers for one type of situation, but rather to prepare teachers rather precisely for the whole range of various kinds of teaching jobs.[9]

The new college was to face a monumental task--the preparation of teachers for every segment of the city's population. It would, however, be equipped with the most modern facilities, recruit the most well qualified faculty available, seek out and admit only the ablest of students, and design and support the most progressive and innovative programs in the history of teacher education. In the words of the Superintendent, "The sky is the limit."[10]

The new college opened on September 5, 1961. It was called Chicago Teachers College--North (CTC-N), while its

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[9]Superintendent Willis, Remarks to the Planning Conference, Chicago, Illinois, December 26-28, 1957.

[10]Ibid.

much older fore-runner on the south side became known as Chicago Teachers College--South (CTC-S). Chicago Teachers College--South had been training teachers for Chicago and its environs since 1869. In its formative years it had acquired, as the Cook County Normal School under the direction of Colonel Francis W. Parker, a world-wide reputation for innovation. Many educators had been attracted to the south side campus by reports of new ideas and educational reform being practiced there.

Similarly, CTC-North attracted much attention in educational circles. The new college was hailed by educators and laymen as the most modern institution of its kind in the nation. Local newspapers extolled its new approaches to teacher education.[11]

The institution was housed in a unique building complex of contemporary design. Classrooms were adaptable to use by large or small groups. The seating and other facilities were designed to encourage maximum interaction between teachers and students, and many technological aids were employed: language laboratories, closed circuit television, and telemation, a new concept in audio-visual equipment which permitted an instructor to present his lessons to more than 600 students at one time.

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[11] See the Chicago Tribune, August 21, 1961, Section II, p. 8, Column 4.

The administrators and faculty formed a combination of experience and youth, with philosophical orientation toward experimentation and innovation. The recruitment of faculty personnel presented little difficulty, as many progressive-minded members of the south side staff sought to transfer to the new college, and numerous out-of-state educators seeking opportunities for research were attracted to Chicago.

Students were selected from among the top ranks of graduating classes from Chicago schools and north and northwest suburban high schools. New programs were carried out in an atmosphere of creativity, while the College functioned as a laboratory for testing non-traditional academic procedures.

The College was located in an area of Chicago that was almost completely White and middle class. Because it was a commuter College, the student enrollment reflected its geographical location. The student-body was 99 percent White and mainly middle class. College surveys of the middle 1960's showed that none of the approximately 3,000 students lived more than twenty-five miles from campus.[12]

The College continued to operate under the Board of Education for the next four years, during which time its

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[12]Report of Illinois Teachers College--Chicago-North to Frederick H. McKelvey, Acting President, Chicago, Illinois, February, 1966.

reputation for excellence in teacher-training grew, as did the number of students and faculty.

In July, 1965, ownership and control of the College was transferred from the Chicago Board of Education to the State of Illinois, and its administration was transferred to the Board of Governors of State Colleges and Universities. It was renamed Illinois Teachers College, although its purpose, training of teachers for the Chicago public schools, remained essentially the same.

The College administration was inclined toward having the institution explore new paths in the education of future teachers. Although the College had shown itself open to new ideas, it had failed to come to grips with the major problem in urban education--the preparation of teachers who were qualified and eager to teach in all areas of the city, including the ghetto schools of the south and west sides with their largely Black and Spanish-speaking populations and the north side Communities with their southern White clusters. The north side teachers college comprised an urban educational oasis with a suburban setting, generally unconcerned with the educational turmoil of the inner city. There was, however, a small core of faculty and administrators who recognized the challenge of the problems of the inner city and who were eager to seek solutions. Dean Jerome M. Sachs was the leader of this group. He and

other concerned members of the faculty had been interested for some time in applying the resources of the College toward innovative educational programs in the low-income areas of Chicago.

The Dawson Plan

On June 3, 1964, Dean Sachs had received a letter from U.S. Congressman William L. Dawson, who represented the First District of Illinois.[13] The letter outlined an idea for a pre-school educational and activity program for four- and five-year old children "who lived in the poorer precincts of the city."[14] He had explained the proposed project in a previous letter to Francis Keppel, U.S. Commissioner of Education dated May 14, 1964 in which he pointed out, "It would seek to provide underprivileged pre-school age youngsters with an earlier start in educational discipline, in competitive learning, and in wholesome play activities."[15] Congressman Dawson's suggestion came at least a year before implementation of the nationally organized Head Start Program.

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[13] U.S. Representative Dawson died on November 10, 1970, after 28 years in the Congress of the United States.

[14] Letter, U.S. Representative William L. Dawson to Dean Jerome M. Sachs, June 10, 1964, Northeastern Illinois State College, Chicago, Illinois, President's file.

[15] Letter, U.S. Representative William L. Dawson to Commissioner Francis Keppel, May 14, 1964, Northeastern Illinois State College, Chicago, Illinois, President's file.

In his letter to Commissioner Keppel, the Congressman explained:

> Children in economically-impoverished homes who may feel, and suffer from, the strains and tensions which adults often build up within themselves, and who may be at a loss for ways to keep entertained or occupied, would find wholesome release and fulfillment in the give-and-take among children of their own age through carefully planned activities under trained supervision which such a demonstration project would provide.
>
> But aside from the emotional, intellectual and social development which such a project could provide for pre-schoolage children, nutritious luncheons, "catnap" periods, and regular medical and dental checkups would assure the best possible early development of pre-school youngsters who reside in neighborhoods which otherwise (because of prevailing economic and social conditions) would afford them little or none of these opportunities.
>
> Space for this proposed demonstration project could be provided in public buildings or in private facilities especially converted for such use.
>
> The project, as I envision it, should, in addition to requiring regular attendance on the part of the enrolled pre-schoolage children, have a "parent program" which would enable accredited professional teachers to offer child guidance suggestions to interested parents closer to an understanding of the need for furthering their own education.[16]

Sachs immediately recognized that this program provided an opportunity for the young College to further document its reputation as an innovative institution. Dean Sachs' reply reflected his enthusiasm for the program which the Congressman had outlined; his concern for the inner city; and his fears that perhaps the letter had been misdirected and

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[16] Ibid.

was meant for the Dean of the South Campus (the original Chicago Teachers College). This was a logical assumption, since CTC--South was located in the Congressman's district and was likely to be much closer to the eventual site of the project. Sachs called this to the Congressman's attention but reiterated his desire to lend the North side schools' support to the project;

> We do not district the City in recruiting students, nor are our concerns limited geographically. The educational problems of Chicago are our problems. Unless I hear to the contrary, I shall assume that the incorrect address is not of importance and I will make every effort to expedite this project.[17]

Dawson may have had specific reasons for seeking the participation of CTC--North in this project. The "new" College had acquired a reputation for being innovative and research oriented. It was now considered the most progressive teachers college in the Chicago area, and its facilities, resources, and faculty were recognized as being of high quality. Moreover, CTC--South, although it was located in what was now the Black ghetto, did not enjoy the support and goodwill of the entire community. While this school was in the midst of an area which was almost totally Black, 60 percent of its students were White. Being admitted to "Teachers College--South" was still quite an achievement for Black

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[17]Letter, Dean Jerome M. Sachs to Representative William L. Dawson, June 11, 1964, Northeastern Illinois State College, Chicago, Illinois, President's file.

youngsters. The College did not involve itself in the affairs of the community, and the local residents, in turn, did not concern themselves with the College. So Dawson's plan would not suffer if he sought to affiliate with the north side college in an endeavor that was designed to benefit south side Black people. The Congressman, himself a Black man, needed favorable exposure in the Black community because of frequent attacks by increasingly more militant Blacks who were demanding a more responsive political representation than they felt had been theirs in the past. Dawson has been described by Stokely Carmichael and Charles V. Hamilton as a "tool of the White Democratic power structure."[18] The Congressman needed a project that would not fail, and, given its reputation, Teachers College North seemed to promise the needed support. The final and perhaps over-riding point in his decision to deal with the north side campus may have been Dean Sachs' reputation as an educator with a liberal orientation regarding racial as well as academic matters.

Dawson might have taken his proposal to Benjamin C. Willis, General Superintendent of the Chicago Public Schools and legal head of the city's college system as well.[19] But

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[18]Stokely Carmichael and Charles V. Hamilton, Black Power (New York: Random House, 1967), p. 11.

[19]Benjamin C. Willis was the legal head of the two Teachers Colleges and the five Junior Colleges which also operated under the Chicago Board of Education, as well as all public elementary and secondary schools.

Willis, Superintendent since 1953, had acquired a reputation of being racially insensitive, and he was experiencing difficulty in carrying out his own programs in the Black community. Possibly the Congressman, who represented a Black constituency, did not believe that he could seek the cooperation of the Superintendent in this endeavor.

Dean Sachs wished to help solve the educational problems of the Black ghetto. He believed that Representative Dawson had conceived an idea that could affect positively the social and educational development of a great number of children and might also help orient professional educators to new concepts in early childhood education.

After the College appointed a project director, it submitted a proposal to the United States Office of Education (USOE) which responded with a $7100 planning grant for the development of the embryo program. Major obstacles, however, were encountered. The first roadblock was the necessity of involving high-level administrators of the public schools in the negotiations, since the College remained under the jurisdiction of the Board of Education. School Board officials apparently attempted to incorporate the "Dawson Plan" as a part of other programs which they administered. The College, because of its subordinate relationship to the Board of Education, was ineligible to receive a direct grant of any kind. Although this particular hurdle

was eventually cleared, the School Board's attitude was reflected in a letter from Superintendent Willis to Eileen Stack, Associate Superintendent, regarding the grant:

> I have just talked with the U.S. Office of Education people. A check will be mailed, made out to the Chicago Teachers College. We will handle this like any other foundation grant. When this check is received, please let me know.[20]

The problems of finding a way of circumventing the School Board's jurisdiction and acquiring a suitable site were exacerbated to some extent by concern expressed by six faculty members of CTC--South who, apparently, felt that Dawson had slighted them in his planning for the pre-school project. Motivated, perhaps, by an article in the Chicago Tribune of October 24, 1964, regarding the planning grant to CTC--North, they wrote to the Congressman: "We applaud such a program." After outlining their College's strengths in terms of geographical location, faculty expertise, and program designs, they continued: "We ask for consideration as to how we, too, in addition to Chicago Teachers College--North, may play an active role in the realization of your proposal."[21]

The Congressman replied that he had, indeed, been aware of the special qualifications of the program and

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[20]Letter, Benjamin C. Willis, General Superintendent, Chicago Public Schools, to Eileen Stack, July 15, 1965, Northeastern Illinois State College, Chicago, Illinois, President's file.

[21]Letter, Faculty group of Chicago Teachers College--South to Representative William L. Dawson, October 26, 1964, Northeastern Illinois State College, Chicago, Illinois, President's file.

faculty at CTC--South, and that they would certainly be expected to play a vital role in the fulfillment of the proposal. Various problems, including the inability to locate a suitable site, and complications created by the Board of Education, prevented implementation of this plan. The "Dawson Plan," which had held promise of a positive contribution to the education of inner city children, was set aside.

Focus on Teachers For the Disadvantaged

While the administration was discussing with Congressman Dawson and others the establishment of a pre-school center to attack some of the educational problems of the inner city, individual faculty members also were exploring ways in which they could contribute.

During the spring of 1965, William Itkin, professor of psychology at Chicago Teachers College--North, submitted a proposal to the U.S. Office of Education for funding of a National Defense Education Act (NDEA) Institute for teachers of the disadvantaged. The institute was to run for eight weeks, from June 28 to August 20, 1965. Itkin, who was director of the College's master's degree program for teachers of culturally disadvantaged children, proposed that the institute offer a program based on a sequence of four courses:

Cultures of the Disadvantaged

Urban Ecology

The Psychology of Speech, Language and Thought

(and) Education in a Large Urban Area

These courses constituted part of the master's degree sequence of Chicago Teachers College--North, which, according to the proposal, was "one of the first institutions of higher learning in the United States to present a graduate program for training of teachers of culturally disadvantaged children and youth, a master's degree program instituted in 1962."[22] The proposed institute had as its objectives:

1. To give teachers of disadvantaged children and youth understanding and appreciation of cultures of minority groups in an urban setting: The Southern Negro, Appalachian White, Puerto Rican, Mexican, American Indian, and migrant agricultural worker.

2. To give participants a perspective of the child in the changing city, and of the significance of population and industrial movements, problems of housing, poverty and family disorganization for modern education.

3. To consider the research on language, thought and speech development of culturally disadvantaged children with special reference to implications that may be drawn for methods of overcoming the disadvantaged child's handicaps.

4. To change attitudes toward the culturally disadvantaged child and to assess attitudes of participants toward culturally disadvantaged children at the beginning, at the close, and eight months subsequent to the close of the Institute to determine the amount and permanence of attitude change as a result of the Institute experience.[23]

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[22]William Itkin, Proposal to the United States Office of Education, July, 1965.

[23]Ibid.

Itkin and Donald H. Smith, assistant professor of Speech and associate director of the proposed institute, had tentatively engaged a number of professional guest speakers. Among them were: John Hope Franklin, historian, and Robert Havighurst, sociologist, University of Chicago; Raymond Mack, sociologist, Northwestern University; Kenneth B. Clark, eminent psychologist; Barbara Sizemore, Chicago principal and newly appointed administrator of an inner city high school; and Donn F. Bailey, speech therapist.

The proposed institute was not funded by the United States Office of Education. Professor Itkin, Smith, and their committee, however, were determined to present an educational conference which would offer a significant contribution to the preparation of teachers of inner-city youth. The most important need, of course, was financial. Acting dean Robert J. Goldberg was able to appropriate a small fund for essential elements of the Conference. The Director and members of the coordinating committee served without monetary compensation. The speakers came although they received only a minimal honorarium, and the Summer Institute for Teachers of the Disadvantaged turned out to be successful. More importantly, however, members of the committee recognized clearly the need for doing more, on a permanent basis, to train teachers for service in the inner city.

Smith and Stanley Newman, urban anthropologist at the College, were especially interested in seeking new avenues for teacher education.

Much of the planning for the institute had fallen to Smith because Itkin, while he was committee chairman, was unable to devote sufficient time to the institute. Smith had recruited many of the speakers. During the Summer Institute, speakers emphasized the importance of preparing teachers so that they could relate to and communicate with the Black, the Puerto Rican, the southern mountain White, and the American Indian children of the ghetto areas of the city. Barbara Sizemore described how, as an inner-city principal, she had established a specific policy for teacher-pupil relations.

> There was to be no harsh treatment of these children in word or act. Hostility was not to be returned for hostility given. There was to be a positive, happy atmosphere created in the school. We felt that in many schools where the hostility towards teachers was high, the reverse was true. We felt that where children were treated like animals, they became so. We felt that where children were constantly referred to as stupid, idiotic, moronic and dumb, they fulfilled the prophecy. We felt further that severe damage had already been inflicted by racial prejudice on the part of the larger society and had already made the job of restoring the child's self confidence and repairing his self-respect difficult enough.[24]

This argument was foreign to the "get tough" philosophy then employed by many inner-city teachers. Many conference participants went away with new concepts for dealing with their students.

Others on the campus of Chicago Teachers College--North were concerned during the summer of 1965. Several

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[24]Barbara Sizemore, Remarks to the Summer Institute for Teachers of the Disadvantaged, August, 1965, Illinois Teachers College Chicago--North, Chicago, Illinois.

faculty members, with the encouragement of Dean Sachs, sought involvement with the educational process of inner-city youngsters. One teacher prepared a follow-up proposal patterned on the original Dawson Plan.[25] Another faculty member suggested:

> We have two vast areas to explore: two areas of concentration which will be within the range and scope of the College: Teacher education for the disadvantaged child and the experimental pre-school centers.[26]

During the fall of 1965, Sachs formed a task force to explore ideas for the improvement of urban education programs. This group met at the Moraine-on-the-Lake Hotel, on Chicago's north shore, to share ideas. Some of the Moraine group had also been members of the Summer Institute Committee. Donald Smith, a rhetorician, was invited because of his writing skills.[27]

William Itkin, in a reconstruction of events of the Moraine Conference, said that Smith was definitely the catalyst for ideas.[28] Because he was highly perceptive and deeply concerned, in addition to being Black, Professor Smith was

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[25]Lillian K. Vittenson, Proposal for the Development of a Pre-school Program for Culturally-Disadvantaged Children; Phase Two, Illinois Teachers College Chicago--North, Chicago, Illinois, August, 1965.

[26]Valentine R. Glockner, Professor of Education, Illinois Teachers College--North, August, 1965.

[27]Donald H. Smith, private interview with the writer, Boston, Massachusetts, June 4, 1970.

[28]William Itkin, private interview with the writer, Chicago, Illinois, October 2, 1970.

able to assess accurately the needs of the Black community. While the discussions centered on preparation of a proposal for the Early Childhood Center, Smith's concern for teacher education and his enunciation of inner city priorities so impressed the other conference participants that the College's efforts toward involvement in low-income area projects soon took a different course.

Although at least one proposal and one prospectus had been submitted to the U.S. Office of Education before the Moraine Conference, neither had attracted the necessary financial support. No direct action was taken by the College as a result of the Moraine Conference, and interest in the Early Childhood Project lagged.

Donald Smith and Stanley Newman, who had exchanged ideas about improvement of ghetto teacher effectiveness since their arrival on the campus of Chicago Teachers College--North in the fall of 1964 (Smith as one of the first three Black faculty members), continued to share their thoughts. These two men considered ways to realize the concepts discussed during the Summer Institute of 1965.

The Proposal: A Beginning

In December, 1965, the U.S. Office of Education invited Illinois Teachers College Chicago--North to submit a proposal for a project in the Experienced Teacher Fellowship Program (ExTFP) which was to begin in September, 1966. Dean

Sachs prepared an abstract of the program announcement, sending it initially to the Department of Education before circulating it among the faculty-at-large. Although various faculty members had previously expressed interest in teacher training projects, there was only one positive response to the memo. It came from Smith, who indicated that although he had never written a proposal nor directed such a program, he would be interested in developing such a project. When it was suggested that because his appointment was with the Speech Department, his own best interests lay, perhaps, in his involvement in that area, Smith replied that his involvement was dictated, in this instance, by the color of his skin.[29]

With the assurance of support from the College administration, Smith, assisted by Newman, began preparing the proposal. The deadline for submission of the document to Washington was only eight days away. Smith prepared the proposal on the basis of research of relevant literature, study of the federal guidelines for the Experienced Teacher Fellowship Program, and discussion with Newman of content for such a project. Although the planning was a joint effort, Smith did the actual writing, since, as Newman put it later, "Professor Smith had the discipline, as well as the

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[29]Jerome M. Sachs, private interview with the writer, Chicago, Illinois, September 27, 1970.

skill for writing it."[30] Both men held convictions about the requirements for such a program in the Black Community. They realized that their procedures must differ, in many respects, from the usual procedures for such an undertaking. Smith, the Black man, would be the director of the project, and Newman, of European extraction, was to be his assistant--a reversal of ordinary role designations. They were convinced that the director must be Black if the program were to succeed in the Black community. They believed that the program had to be designed as an integration model, integration being the goal of the Civil Rights Movements of 1965-66.[31]

The participants would be members of both races, with Blacks being predominant. Newman, in particular, felt that Whites should be a part of the program and that it was important for Whites to be able to come into the Black community without fear. He saw this freedom as a partial deterrent to polarization of the races, which seemed imminent.[32]

Few sites were available on the Black south side for the type of program envisioned by the two educators. Most serviceable buildings in the Black ghetto were in use as residences. Considering the difficulty encountered by the College in its efforts to acquire housing for the proposed

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[30]Stanley M. Newman, private interview with the writer, Chicago, Illinois, November 6, 1970.

[31]Ibid.

[32]Ibid.

Dawson Early Childhood Center, Smith and Newman knew that finding a facility would be a formidable problem. They were correct, but Smith, who had grown up in Chicago, knew of the existence of the old Lincoln Center on East Oakwood Boulevard. Early in the century, the Lincoln Center had been an elegant structure, but by 1966 it was an old, dreary, and dilapidated building located in a notorious slum area. It served as a community center and housed a branch of the Chicago Public Library. Smith believed that a part of the building could be made available for the new program. With the support of Dean Sachs and the cooperation of Congressman Dawson, Smith arranged a meeting with Richard J. Daley, Mayor of Chicago. Dawson was instrumental in the acquisition of the old facility; he later considered the Experienced Teacher Fellowship Program (ExTFP) an extension of his efforts to establish an Early Childhood Center.[33]

The proposal reflected the concerns of Smith, Newman, and Sachs to improve education in the inner city. It outlined the philosophy of the Illinois Teachers College Chicago--North (ITCC--N), the purpose of the program, the rationale for the curriculum design, recruitment and selection procedures, backgrounds of proposed faculty and consultants, and the budget.

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[33]Donald H. Smith, private interview with the writer, Boston, Massachusetts, June 4, 1970.

The proposal stated:

> Illinois Teachers College Chicago--North has an administration and a significant core of faculty who are strongly committed to helping to solve the problems of the inner city. During the five years of the College's life, this faculty group have conducted courses in urban ecology and cultural disadvantagement, and have supervised practicums, seminars and field experiences in urban studies. . . .
>
> The College has excellent relationships with community and human relations organizations, and is attempting to fulfill its acknowledged responsibility by working with these groups in an effort to define and solve problems of mutual need and interest. . . .
>
> As an outgrowth of its concern for the inner city, the College is presently developing plans for the establishment of a Center for Inner City Studies. The Center will be located in a poverty area and will function in three areas: research, instruction, and information retrieval and dissemination. . . .
>
> In devising the educational program for the (Center), our concern is to present a curriculum which is substantive in terms of traditional subjects for academic study, but which at the same time is innovative in that it stresses courses which will provide cultural insights into the problems of many disadvantaged groups. . . .[34]

The proposal made it clear that the Center's advanced degree programs would not be replicas of traditional programs. It would not offer a Master's Degree in "traditional" subject areas such as English or mathematics, for example, because it was believed that such a course of study could be pursued by graduate students in other departments of ITCC--N as well as many other colleges and universities, and that simply

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[34]Donald H. Smith, Proposal to the U.S. Office of Education for the Experienced Teacher Fellowship Program, for Illinois Teachers College--North; Chicago, Illinois, January 19, 1966.

duplicating their efforts would be unnecessary and wasteful. Smith and Newman devised totally new offerings for the master's programs. They reasoned:

> . . . experienced certified teachers already have achieved a degree of competency in subject matter areas. What many of them lack, however, is an ability to break through the cultural barriers which prevent them from teaching successfully . . . Therefore, it is our intent to offer a new degree in education which will prepare either the elementary or the secondary teacher for effective classroom instruction of the disadvantaged.[35]

It is significant that Smith and Newman, as well as the administration of the College, envisioned a program to prepare White as well as Black teachers for duty in the ghetto areas, because large numbers of White teachers were employed in the inner city schools. The Center, then, would be integrated. Integration, however, was a nebulous term, often having different meanings in Black and White communities. Carmichael and Hamilton have stated that, "to many of them (Whites), it means Black men wanting to marry White daughters . . . To Black people, it has meant a way to improve their lives--economically and politically."[36] But quality education, rather than integration *per se*, was Smith's goal. Believing that White teachers would continue to teach minority-group children, he reasoned that they, along with Black teachers,

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[35] *Ibid.*

[36] Stokely Carmichael and Charles V. Hamilton, *Black Power* (New York: Random House, 1967), p. 37.

should have the training necessary for such service. White teachers, along with their Black colleagues, were experiencing great difficulty. In later years there would be resistance to the utilization of White teachers in predominantly Black schools, but in 1966 Smith and Newman believed it imperative that White teachers learn to communicate with Black youngsters. It was equally important, if not more so, that Black teachers learn to relate to Black students.

Few colleges or universities had concerned themselves with special departments and methods designed to improve education in urban schools. For some years following establishment of the Center, only a small number of institutions of higher education recognized the need for such programs and offered course work designed to prepare teachers specifically for inner city schools. Critics of education, such as Ornstein, recently have been outspoken in decrying traditional course work in teacher preparation.[37] A few institutions have altered their courses of study to deal in a more realistic fashion with the preparation of teachers especially for inner city schools, but there has not yet been a general movement in this direction.

It was such young persons as the Los Angeles teacher who wrote of the incongruity of his preparation and subsequent

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[37]Allan C. Ornstein, "Cynicism or Witticism: Professors of Education and Ghetto School Teacher," Journal of Secondary Education, XLIII (April, 1968), 162-164.

experience (related earlier in this study) who concerned professors Smith and Newman. Their proposal was submitted on January 19, 1966, to the U.S. Office of Education, Experienced Teacher Fellowship Program. The Office of Education received 995 proposals for the ExTFP in 1966, and approved only 50 for financial support. Of the 50 proposals, only four were concerned with the preparation of teachers for the disadvantaged. In March, 1966, Smith was notified that his proposal was one of those funded. He was summoned to Washington to meet with officials of USOE with whom he would be associated.

Smith and Newman received the support of Dean Sachs in arranging to carry out their innovative plan which was to begin on September 8, 1966, according to the official guidelines of the Experienced Teacher Fellowship Program. Until they were officially notified that their plan had been selected, Smith and Newman had held major responsibility for the planning process although Rose Brandzel, professor of Sociology at ITCC--N, also was interested in the welfare of disadvantaged groups and made some contributions. Smith and Newman have concluded that there were at least two reasons for the lack of assistance from others. They sensed a covert hostility toward the plan among some other faculty members; and they believed that few others of the faculty had the strong motivation, interest, and insights required for

effective planning for minority group education. The two men realized, however, that they should continue to seek the counsel of others who might have contributions to make.[38]

Smith had recruited many of the speakers for the Summer Institute for Teachers of the Disadvantaged the previous year. He believed some of them would be interested in offering suggestions for implementation of the ExTFP and formation of a center for the study of education as it affected the inner city. Because he was highly regarded as dedicated to the advancement of Black people and other minorities, Smith had little difficulty assembling a group of people similarly oriented.

Beginning at 9:00 A.M. on March 18, 1966, the planners met with a group of consultants who had expressed interest in planning for the future Center for Inner City Studies. Present, besides Smith and Newman, were Barbara Sizemore, principal of the Forrestville school in a Black ghetto area of Chicago, Kenneth Johnson of the Los Angeles Public Schools, consultant on teaching the disadvantaged, and Thomas J. Edwards, psychologist, Science Research Associates. The session ended at 2:00 A.M.; after seventeen consecutive hours of discussions, debate, and recommendations, the group had agreed on a plan for operating the program and establishing the Center.

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[38]Donald H. Smith, private interview with the writer, New York, New York, August 17, 1970.

Recruitment: Fellows and Faculty

The immediate task that remained for Smith, as director of the total project, was implementation of the elements of the proposal. This would begin with recruitment of twenty-five program participants, in addition to recruitment and selection of faculty and staff members.

The student-selection committee, composed of Smith, Newman, Brandzell, Donn F. Bailey, and Ben C. Coleman, reasoned that an overwhelming majority of inner city school children were Black; Black teachers made up the bulk of inner-city faculties; Black teachers were more likely to be candidates for inner-city employment; therefore, a greater number of the fellowships should go to Black applicants. Newman, Smith, and others agreed that there should be a representative number of Whites because: (1) many Whites with middle-class backgrounds were already teaching in inner city schools; in the push by federal authorities for integration, it had been proposed that increasing numbers of Whites be "drafted" or otherwise encouraged to transfer into predominantly Black schools; (2) Newman and others believed that Whites should come into the Black communities without fear; and (3) the committee agreed that having Whites taught (at the Center) by competent Black professionals and other members of minority groups would have some racially therapeutic value.[39]

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[39]Stanley M. Newman, private interview with the writer, Chicago, Illinois, November 6, 1970.

By early July, the Committee had selected the Fellows and decided on the composition of Center faculty. Smith and Newman would both teach courses in addition to performing their administrative duties. Some members of various College departments offered to teach courses in their respective fields, but in most cases the program administrators declined their offers in order to make faculty positions available to Black and minority group members. The administrative team recognized, early, the need for such representation.

Smith and Newman insisted upon the option of approving all personnel for the Center. They institutionalized the concept of liberal Black and minority staff representation, and insisted upon identifying those White faculty members of the College-at-large whom they considered sufficiently "sensitized" to work in the program. This was an unpopular stand and intensified the hostility which, although not always openly displayed, had been apparent to Smith for some time.[40]

The search for Black faculty was complicated by the fact that Smith could not offer security in the form of tenure. The possibility that the program would not be renewed the following year was also an impediment. Blacks with doctoral degrees were desired, of course, but the salaries that the program could offer were inconsistent with the salaries which highly qualified Black professionals had begun to

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[40] Ibid.

command elsewhere. It was largely through Smith's efforts that some highly-regarded faculty members were attracted to the Center's staff. Newman remarked later, "Smith was recognized as an extremely competent individual, and if a program had any possibility of succeeding, Smith would make it go."[41] Those who were selected for the Center's faculty had much confidence in Smith, were enthusiastic about the program, and set the tone for an esprit' de corps which was to become a tradition.

Smith was totally committed to making a relevant and substantial contribution to inner city education. His commitment was made clear in his reaction to pressure from the speech department of ITCC--N. Having been a member of the College faculty for less than two years he had not yet obtained tenure. While increasingly devoting more time to organizing the Center, he spent only enough time in the speech department to teach his classes and to transact necessary business. The department demanded that he either give all of his professional energies to his duties on the main campus or resign. Without any assurance that he could return if the Center were unsuccessful, Smith resigned. Although Smith had been one of the most popular members of the faculty, relations between himself and some other faculty members became more strained as he became more involved with the formation

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[41] Ibid.

of the Center. While considering his decision to resign, he received very little support from Whites other than Newman and the College administrators. He had suddenly, it seemed, become persona non grata.

One member of the ITCC--N faculty described him as:

> An extremely intelligent man, proud, arrogant even, impatient with those who failed to measure up to his estimate of them. Unlike the stereo-typic Black man who would mask such feelings, Smith sometimes openly displayed contempt for Whites, or Blacks for that matter, who failed to grasp the meaning of things as clearly as he, himself did. This attitude was obviously not designed to endear one to his peers, and for a Black man, whose colleagues were White, it could, in 1966, at least, inordinately strain such relationships.[42]

The speaker, who was White, surmised that "fifty percent of the resentment toward Smith could be attributed to professional jealousy, another ten percent to personality conflicts, and the rest of it to old-fashioned racism."[43]

For the Center's staff, Smith hired from the regular College faculty a Black man, Ben C. Coleman, who taught Spanish (he had been the second Black man to join the College staff) and a Japanese-American, Daniel K. Kuzahara, to supervise the field internship. Except for Smith, Newman, Coleman, and Kuzahara, assistant professor of human development, no other members of the College's regular faculty were on the

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[42]An Associate Professor of Northeastern Illinois State College, private interview with the writer, Chicago, Illinois, September 23, 1970.

[43]Ibid.

Center's staff. Nancy Arnez, Counselor, and Donn F. Bailey were hired as full-time faculty for the first year. Others who had expertise required by the program were hired on a part-time basis.[44]

Smith's background in the inner city as a teacher and as a trainer of teachers had provided him with the practical experience for creating a relevant program for the Center for Inner City Studies. For example, the "Higher Horizons" program, which he designed as a secondary level teacher, gave him training in selecting the cultural experiences most beneficial to inner-city youngsters. Through this program he had brought in outstanding speakers and taken students on tours to plays and concerts. For the Board of Education he had directed the after-school lighted schoolhouse program for high school students. Smith had been an enterprising, motivated and ingenious educator. In the thirteen years between the earning of his Bachelor's degree and his appointment as director of the Experienced Teacher Fellowship Program, Smith had, in addition to earning two degrees in higher education, taught at all levels of public school education: elementary, high school, adult literacy,

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[44]George Ricks, Ph.D., anthropologist; Barbara Sizemore, Chicago principal; Sterling Stuckey, Doctoral candidate in African Studies, Northwestern University; Robert W. Reitz, Director, American Indian Center, Chicago; Harry Woodward, former Director, Council of the Southern Mountains, Chicago.

undergraduate and graduate. He considered himself a speech behaviorist whose principal interest was the utilization of communication for improving the human condition.

There is little doubt that Smith was inspired and motivated by Martin Luther King, Jr. His doctoral dissertation at the University of Wisconsin "Rhetorician of Revolt," offered an analysis of King's use of verbal and non-verbal communication to institute social change.[45] Smith's field work had taken him into the Black belts of Alabama and Georgia to study the life styles and gauge the aspirations of the Black people there. Many of them were economically deprived and uneducated in-migrants who were expanding the urban ghettos throughout the country. Smith's suitability for establishing a program to prepare teachers for such persons in inner-city areas seemed unassailable.

The first formal meeting of the entire group of selected students and faculty took place at the main campus of the College on September 8, 1966. This orientation meeting might have been held in Lincoln Center, but Smith believed that it was important to establish in the minds of the students that they were part of the College. Congressman Dawson, President Sachs and others spoke of the importance of CICS and similar efforts to the ultimate solution of educational

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[45]Donald H. Smith, "Martin Luther King, Jr., Rhetorician of Revolt" (Unpublished Ph.D. dissertation, University of Wisconsin, 1964).

problems of inner city areas. This was to be more than simply another federal program. It was the beginning of the Center for Inner City Studies--an attempt to institutionalize an approach to the improvement of education in urban ghettos.

C H A P T E R I I I

TEACHER EDUCATION PROGRAMS WITHIN THE CENTER FOR INNER CITY STUDIES

Introduction

Between 1966 and 1970 the Center for Inner City Studies (CICS) initiated five long-range programs intended to enhance the competence of teachers who served in urban ghetto schools. Four of these programs were jointly financed by the federal government and the state of Illinois. They were: the Experienced Teacher Fellowship Program (ExTFP) 1966-69; the Prospective Teacher Fellowship Program (PTFP) 1967-70; the Cultural Linguistics Follow Through Program 1969-72; and, the Career Opportunities Program (COP) 1970-73. The federal assistance for the ExTFP and the PTFP extended over three-year periods; similarly, the fundings for COP and Follow Through were scheduled for three years.

The fifth teacher-education program within CICS was the Extended Day Graduate Program. It began in September, 1966, simultaneously with the ExTFP. The Extended Day Program, the ExTFP, and the PTFP were graduate programs leading to the master's degree. The Cultural Linguistics Follow Through Program was designed for the in-service training of

teachers, while COP was an undergraduate program for teacher aides who sought to become teachers. The ExTFP was the pioneering effort which set the stage for subsequent programs.

The Experienced Teacher Fellowship Program (ExTFP)

Donald H. Smith, the Founder of the Center for Inner City Studies, has said, "Without the Experienced Teacher Fellowship Program, there would have been no Center for Inner City Studies."[1] Smith believed that only because of the initial federal funding, made available through a project of the National Experienced Teacher Fellowship Program, was Northeastern Illinois State College able to operationalize a concept for training teachers for low-income urban areas.

The first phase of the ExTFP of Northeastern Illinois State College was funded by the United States Office of Education for a period initially of one year, from September 12, 1966, to August 18, 1967. The Center for Inner City Studies project subsequently was funded for a second and third year. The total initial grant for the project amounted to $218,500, with $120,000 of that amount coming from an Institutional Assistance Grant to subsidize the twenty-five fellows who received stipends averaging $4,800. A portion of the grant

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[1]Donald H. Smith, private interview with the writer, Boston, Massachusetts, June 4, 1970.

was used to hire faculty members for the new staff and for library facilities for the Lincoln Center building in which the CICS was housed.

The educational plan was to provide an opportunity for the twenty-five fellowship recipients to earn a Master of Education degree in the newly-created field of Inner City Studies, from Illinois Teachers College Chicago--North (subsequently Northeastern Illinois State College).

Smith had the full support of the College administration and key faculty personnel when, on February 18, 1966, he submitted a proposal for a new program to the Curriculum Council of the College. This proposal pointed out "the critical need for teachers and other professionals who have been trained to understand the life needs of people victimized by poverty and systematic exclusion from the American Mainstream."[2] Smith emphasized that while many urban teachers wished to help improve inner-city education, some were frequently "frustrated and bewildered as they seek ways to break through the cultural barriers between their own middle-class orientation and the lower-class culture of their pupils."[3] In March, 1966, the Steering Committee for New Programs approved, as experimental and temporary, a Master of Education

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[2]Donald H. Smith, proposal presented to the Curriculum Council, Illinois Teachers College--North, Chicago, Illinois, February 18, 1966.

[3]Ibid.

degree and a Master of Arts degree, both in Inner City Studies.

Although similar in proposed content, the two programs differed in their goals. The Master of Education degree was designed specifically for teachers of inner city pupils, while the Master of Arts degree was intended to prepare teachers, as well as other professionals such as social workers and youth agency personnel, who would work among residents of inner-city communities. The M.A. program would provide an opportunity for students to concentrate in depth on a specific aspect of urban education or welfare. It required a thesis in addition to thirty semester hours of course work.

The Master of Education degree carried a forty semester-hour requirement, intended to provide sufficient latitude for a wide range of course work in the area of disadvantagement. There was no thesis requirement for the Master of Education degree; however, a "Master's Paper," concentrating on the student's area of special interest, was to be prepared, in consultation with an advisor. Both programs achieved permanent status in March, 1968, by action of the Graduate Faculty.

The program's guidelines required that the twenty-five fellowship recipients hold Bachelor's degrees and have a minimum of three years experience in teaching disadvantaged

minorities in urban settings. The experience might have been acquired at either the elementary or the secondary level.

The objectives of the program were:

1. To help teachers gain cultural insights which would lead to more effective communication with students, parents and their communities, and consequently to more effective teaching.

2. To give teachers an understanding and appreciation of the cultures of deprived members of minority groups, with special emphasis on: The Negro, Southern Mountain White, Puerto Rican, Cuban, Mexican and American Indian.

3. To focus on the disadvantaged child in a changing urban setting, illuminating such problems as population explosion, segregation, industrial changes and employment, housing and family patterns.

4. To guide teachers in investigating the disadvantaged child's cognitive and affective experiences, his assets, his needs, the strengths and weaknesses of his culture, and the resources of his community.

5. To stimulate teachers to discover instructional and curricular innovations which will improve the learning experiences of disadvantaged pupils.[4]

Each candidate for a fellowship was required to provide a statement that he would teach in an inner city area upon completion of the Masters Degree program. When a candidate prepared to leave a teaching post to accept the fellowship, he was required to declare in writing a pledge of intent to return to his home school system. The College placement

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[4]A Proposal to the United States Office of Education for the Experienced Teacher Fellowship Program, January 19, 1966, by Illinois Teachers College Chicago--North, Chicago, Illinois.

service offered to assist in placing in inner-city teaching positions any fellows who had been displaced through integration measures of their school districts or for other reasons beyond their control.

Local school boards in urban areas throughout the country were invited to nominate candidates for the fellowships. Candidates also were encouraged to apply individually. An effort was made to recruit Black teachers from southern areas of the United States, some of whom had been identified by the United States Office of Education as "displaced teachers."[5]

The project director appointed the members of the selection committee from among the faculty of the College; he himself served as chairman of the committee. They sought a wide geographical representation among the fellows. Smith and others believed that the interaction of people from various regions would be beneficial to all of the participants, as well as for over-all effectiveness of the program.[6] Those persons eventually selected represented seven states, but the majority were from Chicago and its environs. Of the twenty-five fellows, fifteen were Chicagoans, four represented other Illinois cities, and there was one each from Florida,

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[5] Ibid.

[6] Stanley M. Newman, private interview with the writer, Chicago, Illinois, November 6, 1970.

Indiana, Louisiana, Maryland, Minnesota, and Washington. Chicago, as the proposal had announced, was indeed, "a unique laboratory for studying the problems of America's Urban Poor."[7] For the initial effort, it was logical to select a majority of persons who were familiar with the area.

The proposal had indicated that no candidate would be judged on the basis of his race, color, or national origin. The selection committee, aware of this, was also mindful of the fact that "inner-city" in educational jargon referred principally to Black people just as did "disadvantaged," "deprived," "low-income," and "urban poor." They knew also that Black people had begun to realize that if Black children were to be taught effectively, Black teachers would probably be deeply involved in such teaching. Smith and Newman insisted that the majority of the fellows be Black. There were sixteen Blacks, eight Whites, and one Mexican-American.

All members of the Center's staff, including Smith, taught courses during the first year. Among these were Newman, anthropologist; Nancy Arnez, counselor, recruited specifically for the program, and who subsequently became director of the Center; Bailey, speech therapist; Coleman, Spanish teacher, who had served on the selection panel, and Barbara

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[7]Proposal for the Experienced Teacher Fellowship Program, op. cit.

Sizemore, the inner-city principal who had made a remarkable impression on participants at the Summer Institute of 1965.[8]

Although the faculty had to learn to work together, they were, by-and-large, of the same philosophical persuasion. Their common goal was to elevate the educational experiences of inner-city children and their teachers. Each of the highly visible, identifiable low-income groups of the inner city was represented in one or more faculty members. This identification was by common language, cultural heritage, or ethnic background.

The program generated enthusiasm and excitement among both students and faculty. Some faculty members on the main campus complained that: (1) courses were being taught by persons who were not members of the graduate faculty; (2) the Center, which was not an academic department, was receiving preferential treatment from the administration; and, (3) tenured members of the College faculty should teach those CICS courses which were related to the academic disciplines represented in the graduate curriculum.[9] Smith and Newman insisted that theirs was a unique program requiring Blacks and others who identified with the inner-city to teach the courses. This was a unique position in the middle 1960's but it was supported by the College administration. It became the

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[8]Stanley M. Newman, private interview with the writer, Chicago, Illinois, November 6, 1970.

[9]Ibid.

philosophical stance of the Center, and subsequently a generally accepted procedure, nationally. Only two members of the Center's staff held doctoral degrees. While more Blacks and others with doctoral credentials were desirable, lack of job security and a limited salary schedule reduced the possibility of attracting them.

The Curriculum

The curriculum requirements for the Master's degree in Inner City Studies were stringent. Whereas most graduate programs at the College (which was now known as Illinois Teachers College Chicago--North) required between thirty and thirty-six semester hours of course work credit, the Inner City Studies program required forty semester hours. Although there was no thesis requirement, each fellow in the Master of Education program was required to write a scholarly Master's paper in an area of his special interest. In addition, each student was required to defend his research and his paper in a final two-hour oral examination.

Among the courses offered in the CICS program were:

Methods of Teaching in the Inner City, which involved curriculum development, and the creation of units of study designed for the "hard to reach" pupil. New approaches to teaching inner-city children included the adoption of affirmative attitudes toward such children. Graduate Study in Disadvantagement was an introduction to the problems of

minority groups, such as Negroes, American Indians, Southern Mountain Whites, Cubans, Mexicans and Puerto Ricans. History and Culture of the Negro included study of African derivation and the culture of American slavery, urban and rural existence, and the emergence of the Negro middle-class. Literature of Minorities was concerned with the study of minority cultures through literature written by and about minorities. Culture of Poverty featured an intensive comparative analysis of the way of life of America's urban poor and their relationship to the larger society. Language Problems of the Disadvantaged included a review of the literature and research in language problems affecting the residents of low-income communities and methods and programs for speech, reading and listening improvement. Other courses in the first curriculum of CICS were Intergroup Dynamics, a series of courses in the History and Culture of the Southern Mountain White, the Spanish-speaking, and the American Indian; Seminar in Disadvantagement; and Field Internship in the Inner City, which provided an opportunity for graduate students to work with disadvantaged children through various social agencies that served inner-city communities.

The programs of the Center for Inner City Studies were designed to help CICS students develop positive attitudes toward urban ghetto children and other residents of the inner-city. Sensitivity to the needs of such persons was

the theme of all Center courses. Faculty members used role playing, micro-teaching and inter-action analysis to encourage graduate students in the development of desired teaching behaviors. Most classes were conducted as seminars, inspiring active participation by students as well as faculty. While the entire curriculum appears to have generated much interest, several courses seemed uncommonly attractive to the majority of students. Among these were Graduate Study in Disadvantagement, the entire series of History and Culture courses, and Methods of Teaching in the Inner City.

Some students in the first cycle of the ExTFP reported that they were "fascinated" by the course offerings and that the curriculum attracted many students who enrolled in the Extended Day Program.[10]

Instructors in the program structured many of the courses to coincide with the four principles around which the Inner City Studies program seems to have been designed. These principles were: (1) improvement of communication between teachers and students through mutual respect for language patterns; (2) respect for ethnic minorities through knowledge and appreciation of their histories and cultures; (3) empathy toward students through an awareness of, and

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[10]Susan Korshak, former fellow, Experienced Teacher Fellowship Program, private interview with the writer, Chicago, Illinois, March 2, 1971.

respect for, divergent lifestyles; and, (4) awareness of the individual worth of each student, combating the self-fulfilling prophecy syndrome.

Unrest Within the Center

The program was successful from the beginning, but personality conflicts and racial problems disturbed the relationship between students and faculty and among the students themselves, signaling the beginning of difficulties which were to affect each of the three cycles of the ExTFP. The internal unrest developed among students and faculty near the end of the first trimester. Certain faculty members were disturbed by the middle-class attitudes espoused by some students and by their resistance to ideas designed to change authoritarian philosophies which traditionally had governed teachers' classroom behavior. When several faculty members challenged some students' basic ideas regarding race relations and professionalism in education, the reaction among the fellows was negative.[11] There was, in addition, a certain amount of anxiety, a common reaction among graduate students, regarding required course work. This anxiety tended to exacerbate the students' adjustment problems.

It was not always possible for students to discuss their grievances with officials of the Center. There were

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[11]Stanley M. Newman, op. cit.

times when the program director was unavailable to them, and they resented this. Many of the fellows had personal problems, some extremely serious, and needed help in resolving them.[12] Counseling was available but initially there was no forum or regular meeting where general grievances could be aired. When this condition was rectified, relations between students and faculty improved.

There were other difficulties. Rumors had reached the Board of Education that "Black racism" was being taught. While investigation by the College refuted this rumor, similar charges persisted. Smith, a frequent participant in in-service workshops for teachers, was labeled by another participant in one of these sessions as "dangerous." It was a scurrilous charge and its effect was not apparent in future relations between the Center and the school board. One after-effect of the charge was positive, however, in that many teachers who were not fearful of the new ideas expressed by Smith became interested in the Center programs, and enrolled as Extended Day students.[13]

A number of the fellows, particularly among the Caucasions, were not pleased with the content of some courses, which dealt with the realities of racism in the United States.

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[12] Ibid.

[13] Donald H. Smith, private interview with the writer, Boston, Massachusetts, June 4, 1970.

Some members of the faculty challenged ideas and attitudes held by fellows. The challengers believed that the "confrontation" was a useful vehicle for exposing deep-seated hostilities held by Black as well as White students. This tactic was used extensively during the early stages of the program, and faculty members considered it effective. The confrontations, however, led to feelings of conflict and frustration in several fellows. These students wrote to the United States Office of Education regarding what they considered to be negative features of the program: (1) the lack of "traditional" course work usually found in graduate programs, (2) the emphasis by faculty upon attitudinal change, and, (3) the lack of rapport between the faculty and some fellows.[14] In addition to sending the letter to Washington, a delegation of White and Black students sought and received an appointment with President Sachs to express similar sentiments. The delegation requested that Smith be replaced as Director of the program.[15]

Smith and other faculty members viewed these actions as a ploy by some of the Whites to terminate the entire program because of conflicting ideologies regarding questions of race and because of their difficulty in relating to Black

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[14] Ibid.

[15] Jerome M. Sachs, private interview with the writer, Chicago, Illinois, September 27, 1970.

authority figures. The Black students, according to Smith, who were "from the South" found it difficult to accept Black leadership. At least two Black members of the group openly expressed disappointment that the program director was Black. One Black student from a southern state told Smith that he would not have "traveled half-way across the country"had he known that the director and so many of the teachers were Black.[16] None of the Black students from northern states expressed this dissatisfaction. On the contrary, they registered their displeasure with the dissident group by ostracizing the Black members, initially, and later by calling a series of Black caucuses designed to help the Blacks to adjust to the situation.[17]

Subsequently, Black students indicated to Smith that they had developed a new awareness of the Black experience and a new concept of Black-White relationships. Most of the Black as well as the White students expressed a change in their attitudes toward Black people generally and Black children in particular.[18]

Some White students who said that they had felt "dehumanized" initially by the rhetoric of teachers and the

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[16]Donald H. Smith, private interview with the writer, Chicago, Illinois, November 25, 1970.

[17]Ibid.

[18]Ibid.

emphasis on "Blackness" indicated later that they could "see now that much of the dialogue was necessary" to establish the climate among participants for acceptance of new ideas.[19]

While some of the students expressed profound changes in their attitudes, others, both Black and White, apparently "masked" their true feelings, which were made apparent only in the final oral examination.[20] The examiners believed that at least three Whites and one Black had not reconciled, in their own minds, the question of Black leadership of the Center. The one Black student was subsequently visited by the Director of the Center, as part of a follow-up survey; he exhibited a "much stronger image of himself" and "clearer perceptions of his racial identity."[21]

One minority group member who was described by teachers in the program as being "shy," "ashamed of his heritage," and "weak," eventually became strongly conscious of his cultural heritage and "proud." He was studying during 1970-71, at a midwestern university for a doctorate in Educational Administration.

The faculty, during that first year 1966-67, included some teachers who, while well qualified in the traditional

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[19]Susan Korshak, private interview with the writer, Chicago, Illinois, March 2, 1971.

[20]Donald H. Smith, private interview with the writer, Chicago, Illinois, November 25, 1970.

[21]Ibid.

sense, had not resolved questions of their own identity. Some of the Black members of the faculty were middle-to-upper class and oriented toward integration. They had difficulty understanding and relating to the ideas of a few of the Black students whose thoughts on changing the conditions affecting the lower-class minority populations were considered radical by the faculty members.[22]

Donald H. Smith's influence among CICS faculty members was great, and important contributions to the Center's success during the first year were made by faculty members Newman, Arnez, Bailey, Coleman, and Daniel Kuzahara under Smith's leadership. Smith believed, however, that a major philosophical impact on the faculty was provided by the efforts of two racially conscious women. Barbara Sizemore, during the first year, and Sonja Stone, during the second and third years, were instrumental in determining the Center's philsophical position and the cooperative spirit which came to exist among faculty members.[23]

Barbara Sizemore, whose ideas on Black Nationalism in certain respects paralleled those of the Muslims, believed that integration, as a concept, was immaterial to the education of Black children. As a teacher and an administrator

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[22]Stanley M. Newman, private interview with the writer, Chicago, Illinois, November 6, 1970.

[23]Tape recorded message, Donald H. Smith to the writer, New York, New York, November, 1970.

in the Chicago Public School system she had been credited by community organizations with good results in schools that were all-Black. She had brought these ideas along with her upon joining the Center's faculty.

Sizemore spoke candidly on separatism and segregation at the Indianapolis, Indiana, workshop of the Midwest Program in School Desegregation and Equal Educational Opportunity:

> There may be many different interpretations of separatism. This paper submits the following three: (1) involuntary separation or segregation, initiated by the powerful "in-group" by legal, illegal or extra-legal sanctions; (2) voluntary separation or divorce, chosen by the isolated group itself to sever all bonds with another group whose interests or beliefs differ and to develop its own rites, rituals, ceremonies, cultural and religious ethos; and (3) another kind of voluntary separation, self-determination, opted for by the separated group to exist and to maintain itself by full participation in decision-making which affects its social, economic, political, cultural, and religious life. In segregation and divorce, separation is an end; in self-determination it is a means.[24]

In 1966 the educational thrust, nationally, was toward integration. Those who disagreed with this goal, especially Black educators who disagreed, faced a challenge. Black and White educators and laymen now recognize separatism as a legitimate point of view. Sizemore's ideas were embraced, and perhaps embellished, by some other members of the Center's

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[24]Barbara Sizemore, an address to the Indianapolis Workshop, The Midwest Program in School Desegregation and Equal Educational Opportunity, Indianapolis, Indiana, February 3, 1969.

faculty, whose actions led to the previously-mentioned charges that "racism" was being taught in the Center.

Sonja Stone joined the Center's staff during the summer of 1967. She had been employed in Chicago by the U.S. Office of Economic Opportunity (OEO). Smith, while negotiating an OEO contract, discovered that Mrs. Stone was interested in the preparation of teachers for inner-city schools. Their meeting led to an agreement that Mrs. Stone would take a leave of absence from the OEO to help with the further development of the Center for Inner City Studies. Beginning in July, 1967, Mrs. Stone brought to the Center a militant stance and a form of Black thought which, when paired with Sizemore's ideas on Black separatism, accelerated the Center's growth in racial awareness. One faculty member stated, "Sonja Stone introduced an element of rational, clear-thinking on Black power as it could be used for the positive benefit of Black teachers and children."[25] Sonja Stone came into a position of potentially greater influence when she became Acting Chairman of the Department of Inner City Studies in the fall of 1968.

Smith regarded the first year's faculty as excellent because it combined scholarship, experience, and sympathy for the problems of disadvantaged children.[26] Four ethnic

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[25]Donald H. Smith, op. cit.

[26]Ibid.

specialists, in addition to Sizemore, were hired as part-time lecturers. For example, a course in southern white migrant studies was taught by the former Director of the Council of the Southern Mountains.[27] A course dealing with problems of American Indians was taught by the Director of the American Indian Center in Chicago.[28] Most permanent faculty, such as Nancy Arnez, had worked and studied extensively in cultural disadvantagement. Donn F. Bailey brought twelve years of experience as a language therapist to the program. Other members of the Center's faculty were equally competent, and all enthusiastically supported the basic concepts of the program.[29]

Twenty of the original twenty-five fellowship recipients earned the Master's Degree during the first year, and they all returned to the geographical area of their pre-program employment, except for three "displaced teachers." (See Chapter IV, p. 133.)

Subsequent follow-up studies have indicated that some of the fellows were recognized in their home school districts as "experts" in teaching the disadvantaged.[30] Several received promotions from classroom teaching to supervision and

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[27]Harry Woodward, former Director, Council of the Southern Mountains, Chicago, Illinois.

[28]Robert W. Reitz, Director of the American Indian Center, Chicago, Illinois.

[29]Proposal to USOE, January 19, 1966.

[30]Elma Melton Thomas, "A Follow-up Survey of Graduates of the ExTFP I and II" (unpublished Master's paper, Northeastern Illinois State College, 1969), p. 7.

administration, with commensurate salary adjustments. In at least one case, a Black teacher from the South was transferred from a Black school to a White school upon her return to her old district.[31]

August of 1967 brought to a close a year which Donald H. Smith has described as the "most difficult of my life."[32] This assessment was Smith's reference to the many problems he had faced in creating the Center for Inner City Studies. First, of course, there had been Smith's personal problems with other college faculty resulting from his initial interest in the program. There were problems of recruiting faculty and program participants, obtaining approval of the College's faculty steering committee, minimizing the racial antagonisms that threatened the Center, and sharing the problems of students who themselves felt threatened by officials of the Center. It had been a most difficult year, but it had also been a productive year. The Center for Inner City Studies had survived. Its existence was assured for at least another year through additional funding by the United States Office of Education.

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[31]Donald H. Smith, op. cit., in reference to Maurice Carter, former ExTFP fellow, from Lubbuck, Texas.

[32]Donald H. Smith, private interview with the writer, New York, New York, August 17, 1970.

ExTFP 1967-1968

The Experienced Teacher Fellowship Program's second cycle, again under Donald H. Smith, began in September, 1967. The twenty-four fellowship recipients offered a much broader geographical representation than was true of the first group.[33]

There were seven Chicagoans in the second group. Two participants were from other Illinois cities, four from California, two from Ohio, and one each from Indiana, Louisiana, Maryland, Mississippi, Missouri, New York, Tennessee, Washington, and Wisconsin. Eight of these participants were White while sixteen were Black. The selection procedure was much the same as for program I, although many more applications were received for program II. This increase reflected greater interest as well as wider knowledge about the availability of fellowships.[34]

The guidelines and objectives of the program remained the same as for program I. More than 300 local students enrolled in the Extended Day program in the Fall of 1967, and the Center faculty was increased to include: Sonja Stone; Edward Barnes, a psychologist, who was a Black man; a White linguist, Thomas Kochman, who was a specialist in Black dialect and the idiom of the ghetto; and Elise Tucker, a Chicagoan and a graduate of the Center's first ExTFP class.

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[33] Ibid.

[34] Ibid.

During the second year, the fellows were reported to be much more aware of their personal identity, less bewildered by the rhetoric of the faculty, and more attuned to the realities of ghetto involvement.[35]

The faculty, too, was more of a "team," during the second year, sharing their knowledge and resources with each other more freely. There was more "cross-cultural" cooperation, as specialists in one area of disadvantagement exchanged ideas and approaches with teachers concentrating on another ethnic group's heritage. Although more White faculty members were brought into the Center, the Center's philosophy was shifting to a Black orientation. Perhaps this shift was due to national trends, with Black students making increasingly more demands and urban Blacks, in general seeking greater participation in decisions affecting their communities. The influence of new Black faculty, who were more militant than the faculty of the previous year, was apparent to Smith and Newman. The relationship between the Center and the College became strained. The Graduate Council complained that Center faculty members did not possess proper credentials for graduate faculty status; some criticism arose because the Center's officials continued to insist upon the right to hire faculty. Again, there was a complaint from

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[35]Ben C. Coleman, private interview with the writer, Chicago, Illinois, January 22, 1971.

various departments that the Center was using funds to teach courses which could be taught by faculty on the main campus. The Dean of the Graduate College, Vincent F. Malek, who had sometimes expressed reservations about the practicality of a graduate program in Inner City Studies, was concerned about the negotiable aspects of the degree.[36] In later years he was to receive complaints from students regarding the difficulty of obtaining employment "with a Master's degree in Inner City Studies."[37]

The dean also believed that the Center might have been inappropriately structured as a purely academic unit, and that the format of the graduate college was not well-suited for CICS. Malek favored organizing the Center as a self-governed, autonomous institution. The dean joined Sachs in support of the Center, even though he and other administrators of Northeastern had been unable to establish the cooperative relationship, that they desired, between the College and the Center.[38]

Some of the Center officials believed that certain main-campus groups were seeking to terminate or sabotage

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[36]Vincent F. Malek, Dean, the Graduate College, Northeastern Illinois State College, private interview with the writer, Chicago, Illinois, September 27, 1970.

[37]Letter, Mel F. Cummings, former CICS student, to Vincent F. Malek, March 8, 1971, Anaheim, California, Northeastern Illinois State College, Graduate File.

[38]Vincent F. Malek, op. cit.

their program.[39] President Sachs, who continued to support the concept of the Center, was obliged to exert pressure for support upon some groups and individuals who were less favorably impressed with CICS. The College's Steering Committee For New Programs, which had authorized creation of the Center in March, 1966, felt obliged to have the Center evaluated by an outside team of investigators. CICS personnel believed that this was a step in the direction of terminating the program.[40]

The evaluation team, composed of three educators, visited the Center for Inner City Studies on November 9 and 10, 1967. As had been feared, the group was charged with the task of recommending whether the Center should be continued at the College. The team was specifically asked to evaluate the Center in terms of (1) its administration, (2) the soundness of its educational program, and (3) how the Center fit into the overall goals of the College.[41]

The evaluating team met with the Director and several members of the CICS faculty, attended classes, and visited schools in which Extended Day students were working in order

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[39] Ben C. Coleman, op. cit.

[40] Nancy L. Arnez, private interview with the writer, Chicago, Illinois, January 22, 1971.

[41] The Trippe Report, Evaluation Report of the Center for Inner City Studies, Northeastern Illinois State College, Chicago, Illinois, November 9-10, 1967. Members of the Committee: Dr. Mary Gallway, Washington State University; Dr. Matthew Trippe, University of Michigan; and Dr. Mildred Smith, Flint Community Schools, Flint, Michigan.

to observe them in action and to interview their supervisors. The evaluation team also talked with the President of the College, the Dean of the Graduate College, the Chairman of the Department of Education, and social agency directors in whose programs Center fellows had obtained their field experiences. In addition, the team visited the Center's library and examined some of the papers written by Center students in fulfilling program requirements. The evaluation team found:

> The Center is distinguished because of its broad social relevance and the high level of skill, knowledge, commitment and morale of the faculty and staff, both full-time and part-time. This combination of excellence reflects exceptional competencies in the administration of the Center since a major function of administration is to bring about the above conditions. Northeastern State College is urged to continue and provide strong support for its unique Center for Inner City Studies.[42]

The three members of the team considered the Center to be making a significant contribution to the solution of the most critical and pressing problem in public education. One member of the evaluating team had visited programs for teachers of the disadvantaged in a state college and in a major private university in California prior to the investigation of the Center. The committee agreed that "there is no question that the present program at the Center for Inner City Studies is far superior." Another member of the team, who had worked

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[42] Ibid.

at the national level on the problem of teacher education, considered the Center for Inner City Studies "one of the more outstanding endeavors in the country."[43]

The Evaluation Report was submitted to the Steering Committee for New Programs on December 14, 1967. The M.A. and M.Ed. programs, were approved for permanent status in March, 1968. One of the "conditions of approval" of these programs had been an evaluation by a team composed of persons not connected with the College. While there is little doubt that this evaluation was instrumental in the College's adoption of the programs of CICS, efforts of College administrators were significant in gaining permanent status for the Center programs.[44]

Becoming an officially-recognized component of the College was an important event in the development of CICS. This action signified that the College had recognized the value of the Center's contributions in the area of teacher preparation and was willing to assume financial responsibility for its operation. The Center would not now be dependent primarily upon the federal government for the funding of its programs. This change was not welcomed by all the faculty on the Main Campus of NISC. The chairmen of other departments

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[43] Ibid.

[44] Vincent F. Malek, Dean, the Graduate College, Northeastern Illinois State College, private interview with the writer, Chicago, Illinois, November 1, 1970.

were aware that available state funds would not be shared with the Center. If not openly disappointed by this development, neither were they enthusiastic.[45]

Another event that affected the future of the Center was Donald H. Smith's decision to leave the Center to accept a position at an eastern university. A new director would assume leadership for the 1968-69 academic year.

The five full-time staff members of the Center served as a search and screen committee to seek a replacement for Smith. This ad hoc committee, of which Smith was chairman, concluded that Sonja Stone was the most suitable person to assume the chairmanship of the department.[46] Nancy Arnez was selected as Director of the ExTFP. The names of the two were presented to the College administration, which made formal appointments. Mrs. Stone became Acting Director and Chairman of the Department of Inner City Studies, a temporary appointment, because she did not hold faculty tenure. Meanwhile, preparations had begun for a Summer Institute, scheduled for July at CICS.

The Summer Institute of 1968

The Center for Inner City Studies was host at a national Summer Institute for fifty administrators and

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[45] Ibid.

[46] Donald H. Smith, private interview with the writer, Chicago, Illinois, January 14, 1971.

teachers, held in Chicago, July 6--August 12, 1968. The institute was funded under the National Defense Education Act (NDEA) by the U.S. Department of Health Education and Welfare (HEW). Donald H. Smith, Director of CICS, and Ermon O. Hogan, Chief Educational Specialist of the National Urban League and a member of HEW's Urban Task Force, were co-directors of the institute. Robert L. Green, Director of the Center for Urban Affairs, Michigan State University, and Mildred Smith, of the Flint (Michigan) Public Schools, were consultants to the conference.

The participants in the institute considered problems facing administrators, teachers, and central-city communities in large urban areas. Among the topics analyzed in large and small-group sessions were community control, compensatory education, administrative leadership, the urban child and his language patterns, and educational separatism. Those who took part in the institute received six semester hours of academic credit through Northeastern Illinois State College.[47]

The faculty and staff of CICS played important roles in the institute as speakers, discussion leaders and authorities on urban teacher training. The CICS participants considered the Summer Institute a success and the opportunity

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[47] Sonja H. Stone, private interview with the writer, Chicago, Illinois, February 2, 1971.

to be hosts for an institute of national interest was a source of pride for them.[48]

Donald H. Smith left Northeastern Illinois State College and the Center for Inner City Studies shortly after the close of the institute. Just as the Summer Institute of 1965 had offered his first official opportunity as a NISC faculty member to coordinate an effort toward the advancement of urban education, so the Summer Institute of 1968 provided his final opportunity for such service at NISC.

On August 14, 1968, twenty-two of the twenty-four fellows who had entered the ExTFP the previous September graduated with the degree of Master of Education in Inner City Studies.

Among the most significant aspects of the second ExTFP cycle had been the selection of participants whose educational and political orientation were more consistent with the Center's philosophy, the addition of Sonja Stone to the faculty, and the influence of Edward Barnes, the psychologist, in facilitating the adjustment of students and faculty. The single most important development had been the evaluation of the Center which led to its recognition by the faculty senate as a permanent academic department of the College.

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[48] Ibid.

The decision of Donald H. Smith to leave the Center was crucial. The morale of the CICS faculty was noticeably impaired, and Smith's departure affected many persons. In numerous conversations with the writer, the president and other administrators of the College, faculty members on the North Campus and at the Center, and former students of CICS, were unanimous in their expressions of high regard for the manner in which Professor Smith had brought the Center for Inner City Studies into a position of prominence in local and national educational circles.

ExTFP 1968-1969

The faculty of CICS was, to some extent, disorganized at the beginning of the third and final phase of the ExTFP, 1968-1969. Much of this was a result of personnel changes. Edward Barnes had left at the time of Smith's departure and several new members had joined the faculty, including Jacob H. Carruthers, who would later become department chairman. Sonja Stone had the support of the faculty but there appeared to be a lack of goal orientation among the faculty as a whole. The new director demonstrated admirable leadership as she helped the returning staff members and new members form a united faculty.[49] Mrs. Stone received considerable

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[49]Jacob H. Carruthers, private interview with the writer, Chicago, Illinois, January 19, 1971.

assistance from Carruthers, who acted as a stabilizing influence during the reorganization period.[50]

Twenty-five fellows participated in the 1968-69 cycle of the ExTFP. For the first time, more White than Black students were enrolled; there were twelve Whites, eleven Blacks, one American Indian, and one Mexican-American. The fellows showed a wide geographical representation, although Chicago again led with seven participants. The others represented areas ranging from Baltimore, Maryland, to Buckatunna, Mississippi, and from Syracuse, New York, to San Antonio, Texas.

The program director considered the third year of the ExTFP a success because several components of the program seemed more supportive of each other than had been the case in other years. It was reported that the fellows demonstrated a more positive response toward each other as well as toward faculty members. The structure of the discussion groups, or colloquium, had been changed so that three separate groups of fellows met twice monthly to exchange ideas, discuss politics, and voice their concerns. The program director reported that many of the fears, anxieties and frustrations that affected previous fellowship students appeared less significant among the 1968-69 group.[51] The group leader

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[50]Donn F. Bailey, private interview with the writer, Chicago, Illinois, January 18, 1971.

[51]Nancy L. Arnez, Director's Report, Experienced Teacher Fellowship Program III, Chicago, Illinois, August, 1969.

for the colloquium believed, however, that the racial disunity might have been even greater, during that year, than among previous groups. Daniel K. Kuzahara reported that the racial issue dominated the group meetings almost to the point of exclusion of other topics. The 1968-69 fellows separated themselves philosophically and politically along racial lines, and they remained so divided throughout the year. Some faculty members believed that more individual counseling support was needed for the students. It was reported that in several instances the Center was unresponsive to the fellows' suggestions, including an attempt by some students to establish a credit union to ease the financial stress among the group. This project apparently received little official support, and its failure increased the frustrations of the students.[52]

There were other problems for CICS during 1968-69. Northeastern Illinois State College experienced budgetary difficulties and the administration expressed doubt about the College's ability to continue the necessary financial support for the Center. Ideas for funding CICS through a consortium of colleges and universities were discussed. This consortium was suggested by officials of Northeastern; it would have included institutions controlled by the Board

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[52]Daniel K. Kuzahara, private interview with the writer, Chicago, Illinois, February 16, 1971.

of Governors in Illinois. These institutions included Northeastern, Chicago State College, Eastern Illinois University, Governor's State University, Illinois State University, and Western Illinois University. The suggestion received favorable consideration from proposed members of the consortium.[53]

Officials and faculty members of the CICS did not favor the consortium, however, and expressed the desire to remain affiliated with NISC only. One reason given for the Center's rejection of the consortium was the belief that several member institutions, those located outside of the Chicago area, would not maintain an interest in matters pertaining to urban affairs.[54] Although the consortium was not formed officially, a proposed member, Chicago State College, provided financial assistance for the Center on a limited basis during 1968-1969. Without participating in the administrative or other concerns of CICS, Chicago State College contributed funds for the salaries of three full-time and twelve part-time faculty members during the Center's third year of operation. This was arranged by the administrators of the two Colleges, with the consent of the Board of Governors. The plan for the full consortium to sponsor the Center remained a topic for unofficial discussion in January,

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[53]Sonja H. Stone, private interview with the writer, Chicago, Illinois, February 2, 1971.

[54]Nancy L. Arnez, private interview with the writer, Chicago, Illinois, January 22, 1971.

1971. Officials of Northeastern maintained the belief that the College could not continue to provide the financial support for CICS.[55]

In spite of the personal problems and general unrest among the fellows and the financial problems of the College, several aspects of the Center's 1968-69 academic year were rewarding. As in the first years of the program, each fellow was required to serve a field internship in a social or welfare agency in a local community. A number of agencies which had not previously shown an interest in the Center's efforts now requested interns for their own programs.[56] They indicated in their requests that they were impressed by the results of the CICS programs.

Moreover, several other local organizations that had been reluctant to participate in the programs of CICS because of its identification with "the establishment" began to seek out fellows and other students of the Center as a source of professional assistance. An example of the Center's participation in community affairs was its cooperation with the Kenwood-Oakland Community Organization (KOCO). KOCO was involved in efforts to improve the housing, schools, recreational

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[55]Jerome M. Sachs, private interview with the writer, January 29, 1971.

[56]Nancy L. Arnez, Director's Report, Experienced Teacher Fellowship Program III, Chicago, Illinois, August, 1969.

facilities, and employment opportunities for residents of the area. CICS students and faculty members helped to prepare proposals for improvements in community services and living accommodations for the local residents. In addition, the research classes of CICS, led by Carol Adams, research director, utilized indigenous residents as investigators in conducting surveys of the housing and land utilization patterns in the Oakland community. The fellows received academic credit for serving as teachers for adult basic education classes, as interest group leaders for youth groups as well as adults, and as recreational leaders in activities for the younger children.[57]

Because it had demonstrated its interest in the welfare of the community, CICS had earned the support of its neighbors. This positive relationship did not develop easily, primarily because of the skepticism of the residents and the early reluctance of Center personnel to enter, prematurely, into the affairs of the Oakland community. The 1968-69 cycle of fellows was the most productive in terms of establishing good CICS community relations.

On August 20, 1969, twenty-one of the students in the ExTFP's third cycle graduated from the Center for Inner City Studies with the Master of Education degree.

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[57]William Smith, Director Field Interns and Youth Programs, private interview with the writer, Chicago, Illinois, January 22, 1971.

The 1968-69 fellows represented the final cycle of the Experienced Teacher Fellowship program in the Center for Inner City Studies. The three cycles of the program had provided an opportunity for seventy-four persons to attend graduate school. Of that number, sixty-three had completed the required course of study and had been awarded the Master of Education degree in Inner City Studies. More importantly, however, the program had provided, initially, the necessary financial support enabling Northeastern Illinois State College to institutionalize an approach to the preparation of teachers for the impoverished, the disadvantaged, and the minority populations of large urban areas.

The Prospective Teacher Fellowship Program

The Prospective Teacher Fellowship Program (PTFP) began at Northeastern Illinois State College in September, 1967, approximately one year after the initiation of the Experienced Teacher Fellowship Program had signaled the beginning of the Center for Inner City Studies. The PTFP was a companion project to the older ExTFP. Between October, 1966, and January, 1967, 572 proposals had been submitted to the United States Office of Education for PTFP projects. The Center for Inner City Studies had been one of the sites selected for financial assistance. CICS collaborated with some members of the Linguistics Department, of NISC, who had

taught courses in the ExTFP during 1967-68, in designing a curriculum for the new program. Nancy Arnez, a member of the Center's original faculty, and Don M. Seigel, of the Linguistics Department, were appointed by Donald H. Smith as co-directors for the PTFP. Arnez and Seigel had prepared the proposal, submitting it to the United States Office of Education in February, 1967.

The USOE had hoped to attract new persons into the teaching profession, and, to a limited degree, it was willing to invest its resources to help alleviate the shortage of teachers, while supporting its own views regarding education. CICS personnel also believed that persons who had never taught school would be more willing to accept new concepts and a new approach to teaching.

USOE had been sufficiently impressed with the Experienced Teacher Fellowship Program of the Center for Inner City Studies to warrant its extending financial support for the PTFP. The Center for Inner City Studies, on the other hand, was testing its own concepts for teacher preparation and was eager to carry impressions gained from the ExTFP a step further with the new program. The co-directors, along with Smith and Donn F. Bailey of the CICS staff envisioned a master's degree program which would prepare recent college graduates to become language development specialists in inner-city schools. The group believed that some of the

learning difficulties of inner-city children were caused by language problems.

The Prospective Teacher Fellowship Program was authorized and funded under Title V, Part C, of the Higher Education Act of 1965. Illinois Teachers College--North was informed in April, 1967, that it would receive a grant of $21,200 for CICS' project in the Prospective Teacher Fellowship program. Each fellowship recipient would receive a stipend of $2,400 per year. The funding was for a period of one year and although only a few of the original 128 projects were funded for the second and third years, the CICS project was one of these. The number of fellows increased to five for the second year and to seventeen for the third. Each cycle extended through three consecutive trimesters, at the end of which the fellows were to have earned the Master of Education degree in Inner City Studies, with language emphasis.

The program was publicized among the colleges, universities, and public and private elementary and secondary schools of Chicago. Departmental chairmen of the colleges and administrators of the schools were encouraged to recommend candidates for the fellowships, and all interested persons were invited to apply individually.

The selection committee, composed of Arnez, Seigel, Bailey and Thomas M. Kochman, received less than fifty

applications for fellowships in the new program. The committee believed that the difficulty of attracting persons for this program was directly related to the lack of funds available for stipends. Most college graduates could obtain more financially-attractive jobs in industry, or as full-time teachers. Only three students participated in the first PTFP. They were all locally selected, recent college graduates without teaching experience.

The unique feature of the CICS program was the emphasis on language development. The curriculum consisted, essentially, of a combination of courses offered by the NISC Department of American English and Linguistics, and by the Center for Inner City Studies. It was designed as a multi-disciplinary curriculum, incorporating academic approaches to history, communications, sociology, education, psychology, anthropology and literature. The linguistics approach sought to develop an awareness in the prospective teacher that non-standard English was not necessarily a corrupted version of standard English. An important element of the PTFP was the eight-week field internship served in local elementary schools. The prospective teachers gained experience in identifying, analyzing, and structuring language development programs that were consistent with the Center's theories regarding language and its usage.

The PTFP proposal stated:

> Each person selected will be required to declare in writing a pledge of intent to teach in an inner-city school for two consecutive years following his graduation.

The admission requirements were:

A. Acceptance by the Graduate College
B. Bachelor's Degree
C. No teaching experience; in the first year of teaching at the time of the award of the fellowship, or with teaching just prior to the award of the fellowship.[58]

The program, according to the proposal, was:

> predicated upon the belief that the language behavior as exhibited by some disadvantaged groups possess a special and urgent educational problem. It is felt that there is a great need to prepare Language Development Teachers who will be specially trained to work in schools located in disadvantaged areas with the following responsibilities to a given elementary school faculty:
>
> (1) To increase the classroom teacher's substantive knowledge of non-standard English usage and its effect on the elementary schools' curricula.
>
> (2) To encourage the classroom teacher's basic understanding of the concepts of non-standard English and to explore new ways of teaching an alternate or second dialect.
>
> (3) To encourage and assist the classroom teacher in experimentation and innovation of the use of language materials and in the creation of original materials adapted to specific language development situations.
>
> (4) To stimulate the teachers by preparing and demonstrating units for classroom use at various grade levels.[59]

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[58] Proposal to the USOE for the Prospective Teacher Fellowship Program, Chicago, Illinois, January, 1967.

[59] Ibid.

It was for the purpose of working toward these goals that the Department of American English and Linguistics and the Center for Inner City Studies formed a coalition of faculties.

The combination of English-Linguistics and Inner City Studies also drew upon the four philosophical bonds which connected and strengthened the programming efforts of the Center. The principles, previously reported, were: (1) improvement of communication between teachers and students; (2) respect for ethnic minorities; (3) empathy toward students; and, (4) awareness of the individual worth of each student. (See Chapter III, p. 67.)

These four principles seemed to represent the Center's overall approach to the preparation of teachers for the inner city and are cited, individually and collectively, by writers on education for the disadvantaged.

Donald H. Smith, in regard to the self-fulfilling prophecy, advises that: "First, what Black pupils want and need are teachers who believe they can learn, who expect them to learn, and who teach them."[60]

Vernon F. Haubrich, writing on "The Culturally Disadvantaged and Teacher Education," says "The heart of the

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[60]Donald H. Smith, "The Black Revolution and Education," in Racial Crisis in American Education, ed. by Robert L. Green (Chicago: Follett Educational Corporation, 1969), p. 64.

matter lies in the fact that the cultural misunderstandings that exist between many teachers and many children are, in many cases, 'talking by' one another."[61]

While many proponents of the educational deprivation theory recognize and deplore the adverse conditions and the pathologies of slum life, they explain inferior scholastic performance, not in terms of any deficits pupils might bring to the school, but, rather, in terms of ineffective and inefficient teaching by teachers who reject them. Kenneth Clark states:

> The evidence so far very strongly suggests that the children will learn if they are taught and they will not learn if they are approached as if they cannot learn. . . . if children, poor children or Negro children or immigrant children are taught, accepted, respected and approached as if they are human beings, the average performance of these children may approach, and eventually reach the norm performance of other human beings who are taught.[62]

These, then, were the insights and attitudes that the Center for Inner City Studies tried to instill in participants in the Prospective Teacher Fellowship Program through an emphasis on language.

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[61]Vernon F. Haubrich, "The Culturally Disadvantaged and Teacher Education," The Reading Teacher, XVII (March, 1965), pp. 499-505.

[62]Kenneth B. Clark, "The Cult of Cultural Deprivation: A Complex Social Psychological Phenomena," in Environmental Deprivation and Enrichment (New York: Ferkhauf Graduate School of Education, Yeshiva University, 1965), pp. 41-42.

The curriculum for the Prospective Teacher Fellowship Program consisted of thirty-six semester hours of course work, twenty-one of which were designed to acquaint the participants with the disadvantaged child's cognitive and affective experiences, including his needs, assets, cultural background, and the resources of his community. Fifteen of the thirty-six semester hours were in the area of basic linguistics theory, providing a background for the prospective teacher in recognizing certain dialects and performing comparative analyses of deviations from standard dialects in sounds, grammar, and lexicon of the disadvantaged. The program also offered courses designed to enable prospective teachers to break through the cultural barrier which existed between themselves and their pupils. Courses such as History and Culture of the Negro and The Idiom of the Afro-American Ghetto were typical of first trimester offerings in the area of disadvantagement, while Phonetics and Phonology and Fundamentals of Modern Linguistics were other courses required during the participants' first trimester. Literature of Minorities and Language Problems of the Disadvantaged, offered during the second trimester were courses which combined the ghetto experience with more formal, spoken English.

Eight weeks of the third trimester were devoted to practicum activities. As interns in local schools, the fellows prepared and implemented units for classroom use at various grade levels.

The faculty for the PTFP included more of the main campus faculty than any other program within CICS. Four members of the Department of American English and Linguistics, all of whom were White, taught those courses relating to their discipline. The affiliation of the Department of Linguistics with the Center for Inner City Studies was important in that this marked the first effort by a department based on the main campus toward cooperation with CICS. The Center's relationship with other departments had, until now, been essentially competitive and adverse. While the new inter-departmental cooperation seemed to portend new possibilities for inter-campus understanding, by January, 1971, no other such alliances had developed.

The Center's Director, Donald H. Smith, continued to reserve the privilege of approving faculty members who were to teach courses in the Inner City Studies sequence. He exercised this option in the assignment of faculty for the Prospective Teacher Fellowship Program. In some cases, White faculty personnel received enthusiastic support of the Center's director and other faculty members.

The Prospective Teacher Fellowship Program tested a concept designed to eliminate the communications barrier between teachers and ghetto school children. In that context it was a success. The Fellowship recipients, as a group, were not so successful, however. Of the twenty-four persons entering

the program over a three-year period, seven graduated at the close of the three-trimester cycle for which they received stipends. Four were Black and three were White. Two persons from the first cycle, two from the second, and three from the third cycle graduated within the specified time.

Elise Tucker, co-director of the PTFP, sought an extension of the life of the Program into the 1970-71 academic year in order that more of the fellows might graduate. While several of the original participants in the PTFP requested inactive status in the Graduate College of NISC, only one person was dropped for academic reasons. Some of those who left the Program indicated to CICS faculty members that they intended to re-enroll and complete the work toward the Master's degree, and several did, in fact, return.

While several of the fellows left the PTFP because of illness, most of those who dropped out did so for financial reasons. The stipend of $2,400 per year was hardly adequate for one person and for those who were married or who had other responsibilities, living on such a small amount was almost inconceivable. According to Nancy L. Arnez the recipients, although recently graduated from college, were more mature and had more responsibilities than many recent college graduates. She believed that the Program's concept, i.e., the coalition of Linguistics and Inner City Studies, was educationally sound and essential to the preparation of

linguistics specialists for inner-city schools. The limited success of the PTFP, however, was attributed to a lack of sound judgement on the part of USOE in allocating such inadequate stipends, and on the part of CICS for accepting a program with such financial limitations.[63]

Another problem facing the participants in the Prospective Teacher Fellowship Program was that of attempting to complete the traditional education course requirements on the main campus of NISC and the course work in Linguistics and Inner-City Studies at the same time. Traveling the twenty mile distance between campuses, especially by public transportation, was a distinct challenge, in itself.

Despite the financial and work-load problems, the participants in the PTFP did not experience the frustrations and adjustment difficulties that had been common among the first group of ExTFP fellows. Nancy L. Arnez, co-director of the program, attributed this, in part, to the fact that the PTFP groups were significantly smaller in number than either of those of the ExTFP and therefore presented a less challenging problem of counseling.[64]

The Prospective Teacher Fellowship Program was not successful from the standpoint of the percentage of its participants who received the Master's degree, but it served a

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[63]Nancy L. Arnez, private interview with the writer, Chicago, Illinois, January 22, 1971.

[64]Ibid.

useful purpose in: (1) providing a framework which promoted inter-departmental cooperation between CICS and another department of Northeastern Illinois State College; (2) helping to refine the Language Emphasis component of Inner City Studies, which was incorporated as a permanent part of the curriculum; and, (3) providing a direct link to the Cultural Linguistics Follow Through Program of CICS.

The Extended Day Program

The Extended Day program of the Center for Inner City Studies began in September, 1966, with 138 students. The Extended Day was a graduate program leading to the Master of Education or the Master of Arts degree in Inner City Studies. It was similar to other master's degree programs offered by Northeastern Illinois State College in that those enrolled were, for the most part, teachers in the local school system. The courses were scheduled for the late afternoon and evening hours in order to accommodate the in-service teachers and other professionals, such as policemen, social workers and ministers. Many urban colleges and universities have followed such a procedure, enabling local professionals to upgrade their status, usually for financial considerations.

The objectives of the Extended Day Graduate program were:

1. To help students gain cultural and historical insights which will lead to more effective communications with poor people and their communities.

2. To give students an understanding and appreciation of the cultures of minority groups, with special emphasis on: The Afro-American, Southern White Migrant, Spanish speaking American, and American Indian.

3. To focus on minority group children and adults in a changing urban setting, illuminating such problems as population explosion, segregation, industrial changes and employment, housing and family patterns.

4. To guide students in investigating the minority group child's cognitive and affective experiences, his assets, his needs, the strengths and weaknesses of his culture, and the resources of his community.

5. To stimulate students who have instructional and school curricular responsibilities in their professional setting to discover creative and innovative techniques which will improve the learning experiences of children and adults.[65]

During a normal semester, 500 or more students were enrolled in graduate courses through the Extended Day Program of CICS. In the four and one-half years (September, 1966 to January, 1971), more than 100 persons received masters degrees through this program. During 1970-71, more than 95 percent of the students in the Extended Day Program were Black. The geographical location of CICS, more than any other factor, was probably responsible for this ratio. The Center, located in the middle of the Black ghetto, is easily reached by the teachers of nearby schools and by other Black professionals who live and work on the south side of the city. Probably

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[65]Center for Inner City Studies, Extended Day Graduate Program Bulletin, Chicago, Illinois, Fall, 1968.

more of Chicago's Black college graduates than ever before have pursued graduate studies, partly because of CICS' convenient location, but also because the subject matter is of particular interest to them. The History and Culture of the Afro-American, for example, represents, in many cases, the first course that many of these students have studied that deals with the positive aspects of their ancestry. Pathology of the Afro-American Ghetto explores the conditions in various inner-city communities and examines ways in which students, themselves, are affected by such conditions.[66] Such courses have increased the awareness of the Black student, in particular, of the causes of the "Black Condition" and have prompted him to seek answers to questions in this context.

That the Extended Day students were in-service teachers and other professionals, regularly working among ghetto residents, afforded CICS immediate feedback as to the effectiveness of its methods and procedures. This immediate application and critique facilitated the process of building a CICS curriculum that is responsibe to the needs of CICS students as well as to the needs of the community. Jacob H. Carruthers, who became chairman of the department when Sonja

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[66]Jacob H. Carruthers, Chairman of Department, CICS, private interview with the writer, Chicago, Illinois, January 19, 1971.

Stone left for graduate study, regards the Extended Day Program as one of the most significant programs of CICS.

While 95 percent of its students are teachers, the Extended Day Program is not limited to those persons who would normally be interested in an educational program for academic considerations. Physicians, dentists, professors and housewives have enrolled for specific courses. Such enrollment has been possible because degree candidacy has not been a pre-requisite for class attendance. Carruthers believes that future services of the Center will be geared not only toward preparing professionals to work among the indigenous population of urban areas, but toward offering educational opportunities to low income residents so that they might qualify for jobs in the human services in their own communities.[67]

The great majority of Extended Day students have not experienced program-related frustrations like those that affected some of the ExTFP students. The ideologies expressed by the faculty have coincided to a great extent with the collective sentiments of the students. The concerns of the 1966-67 Extended Day students reflected the philosophies of the faculty in their efforts to promote racial understanding and integration. The 1969-71 groups tentatively rejected integration as a necessary goal, in favor of

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[67] Ibid.

exploring the implications of Black consciousness, Black power and separatism.[68] The personal concerns of the Extended Day students have been generally consistent, also, with the efforts of Black political leaders toward group solidarity and cohesion. At the beginning of 1971, officials of CICS could foresee no immediate deviation from the social, political, and cultural concerns of the Extended Day program, nor did they believe it likely that problems of a disruptive nature would affect the relationship of students and faculty.[69]

The curriculum for the Extended Day Program is similar to the curriculum that was designed for the ExTFP. The Master of Arts in Inner City Studies is a thirty semester hour program with a thesis requirement and an eight-week field internship. The Master of Education program consists of thirty-six semester hours of course work and a master's paper, in addition to the eight-week field internship. Certain prerequisites must be met prior to the student's acceptance as a field intern: he must have been admitted to candidacy for the master's degree program; he must have completed at least twelve hours of course work in Inner City Studies; and, he must have scheduled an individual

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[68]Donn F. Bailey, private interview with the writer, Chicago, Illinois, January 18, 1971.

[69]Jacob H. Carruthers, op. cit.

consultation with the internship instructor at least six weeks prior to the beginning of the intern experience.[70] Concurrent with his internship, the student also participates in a Seminar in Field Internship. The Extended Day internships are served in community social agencies.

The development of course titles in the Extended Day, as well as in the other programs, traces the consciousness of the Black movement locally as well as nationally. The description in course titles evolved from "Negro" in the original curriculum to "Black" in 1968-69, to its 1971 reference (Afro-American), to the geographical origin of a people. Similarly, the Master's papers and theses reflect this development of Black consciousness. Some of the early papers of 1967-68 expressed concern with how Black Americans could make themselves more acceptable to the general population, with total integration as a goal. Later efforts reflected a desire to attack the problems of the Black and poor through a more separatist orientation, with Black Nationalism emerging as a viable route toward full citizenship.[71]

The concerns of the students in the Extended Day Program, as well as those in the two fellowship programs, are apparent in the titles of papers and theses written by them

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[70]Center for Inner City Studies, Extended Day Graduate Program Bulletin, Chicago, Illinois, Fall, 1970.

[71]Donn F. Bailey, op. cit.

and available in the library of CICS. Those papers suggested an interest in the problems of various ethnic groups. Many of the subjects would, perhaps, never have been examined in many traditional master's degree programs. The following titles represented a cross section of the areas covered: Three Areas of Negro Poverty and Suggested Reforms; Education and the Migration from Appalachia; A Description of Factors Associated with the Position of College-bound Mexican-Americans in Chicago; Puerto Rican Adjustment in the Mainland City; American Indian Parents' Attitudes and Opinions Toward the Chicago Schools.

Other concerns of the graduate students are indicated by the following titles of papers relating to inner-city pupils: The Relationship Between Teacher Attitudes, Expectations and the Self-Fulfilling Prophecy in Shaping Classroom Performance; Achieving Effective Discipline Without Corporal Punishment in Inner-City Elementary Schools; The Relationship Between the Father-Absence and Reading Achievements in Fourth Grade.

Several of the later research efforts of CICS students reflected more militant attitudes toward political and social issues. The following titles were representative of such research: Communalism: A Theory of the Black Community and Survival; The Role of the Redman in Decision-Making: Voice or Not?; Community Control: Its Political and Social

Implications in two Inner-City School Communities; Afro-American or Negro: Correlation Between Name Preference and Socio-Political Perspective; Exploitation of Blacks. These papers represented a distinct contribution by CICS students to the literature dealing with experiences of low-income minority groups.[72]

Rapsodi in Black

During the summer of 1968, the Center for Inner City Studies made a novel impact upon its southside community when it sponsored a cultural project, "Rapsodi in Black--A Message in Soul Dances 1953-1968." The program, planned and presented by CICS' class in Culture of Poverty, was held on August 10th, in the auditorium of an inner-city high school.[73]

"Rapsodi in Black" was a cultural expression of the frustrations and struggles, the hopes and the aspirations of Black people to whose culture the dance was endemic. The word "Rapsodi" was a derivative of the ghetto-slang word "rap," which meant to talk, or otherwise express oneself (thereby establishing rapport with another). Members of the class had studied the featured dances for their social and psychological significance. During the previous Fall semester,

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[72]Library, Center for Inner City Studies, Chicago, Illinois, January, 1971.

[73]Sonja Stone was the instructor for the course "Culture of Poverty" which focused on cultural contributions of poor people.

a CICS student had done an extensive analysis of the current social dances.[74] For example, "the Watusi," which was a popular dance of the early 1960's, was analyzed as:

> proudly and boldly identifying with the ancient warriors of a glorious past. When Black people danced the Watusi, they signaled a reidentification with Africa. . .[75]

"Rapsodi in Black" was a popular production and was considered by CICS officials to be another step toward decreasing the psychological separation of the Center and the community.[76]

CICS' Extension Classes

During the Fall trimester, 1968, Sonja Stone, Director of CICS, arranged to offer extension classes in the Woodlawn Community of Chicago, in Harvey and Chicago Heights, Illinois, and in Gary, Indiana. Harvey and the two other suburbs of Chicago had sizable populations of Black and other minority groups. The classes in these locations began in January, 1969. The courses were conducted by CICS faculty members and were identical to those offered at CICS. Approximately 100 in-service teachers enrolled in the extension

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[74]Christine Sherard, "Rapsodi in Black" program announcement Introduction, Chicago, Illinois, August 10, 1968. Center for Inner City Studies, Director's File.

[75]David Llorens, "Rapsodi in Black," American Education, Vol. IV (November, 1968), p. 8.

[76]Donald H. Smith, private interview with the writer, New York, New York, August 17, 1970.

program in each of the three suburban locations, while sixty teacher-aides enrolled, for undergraduate credit, in the Woodlawn branch, where the classes met in the Woodlawn Boys' Club building. In Gary and Harvey, public school facilities were made available for the CICS classes, and the Chicago Heights participants assembled in classrooms on the Prairie State College campus.

The Extension program, considered a success by personnel of the Center for Inner City Studies, continued through the Winter trimester, 1970. It had been conducted under the supervision of the CICS director, who was aware of the considerable interest generated in Black communities by the CICS program. Although the interest among students remained high, extension classes were not offered beyond the close of the trimester in April, 1970, primarily because of the illness of the Director, who was forced to take a leave of absence, and partially because of the expenses involved.[77]

Many of the persons who had attended extension classes enrolled in the Extended Day Program. In 1966-67 the faculty for the Extended Day Program had included Blacks, Whites, an Oriental, and Americans of Spanish origin. The faculty in 1970-71 were Black except for two members. One of these was of Spanish origin and the other an American

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[77]Sonja H. Stone, private interview with the writer, Chicago, Illinois, February 2, 1971.

Indian. Both were graduates of CICS. No conscious effort had been exerted to exclude Whites from the faculty despite their absence during the 1970-71 academic year.[78]

The faculty was well qualified in terms of traditional academic preparation as well as in terms of practical experience in community action and social welfare work.[79] Of the twelve full-time faculty members, four held doctoral degrees and six among the remaining eight were engaged in studies toward the doctorate. Seven of the thirteen part-time faculty members were pursuing the doctorate. Of the twenty-five members of the faculty, twenty had taught in both the elementary and secondary schools.

The officials of the Center for Inner City Studies were especially conscious of the development of the Extended Day graduate program, and believed that the growth and effectiveness of this program were more closely related to the viability of the Center than were any of the other CICS programs.[80]

The Career Opportunities Program

The Career Opportunities Program (COP) was one of two CICS programs in the early stages of development by

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[78]Jacob H. Carruthers, op. cit.

[79]Nancy L. Arnez, Director's Report, Center for Inner City Studies, Chicago, Illinois, November, 1970.

[80]Jacob H. Carruthers, op. cit.

January, 1971. The other was the Cultural Linguistics Follow Through program. Both programs were designed to improve the efficiency of urban school teachers, although the effects of neither plan were yet apparent.

The personnel of CICS believed that they were making a significant contribution to the preparation of teachers for urban schools. During the first four years, however, they had worked exclusively with graduate students and had not become involved in the education of undergraduate students. During the spring of 1970 an opportunity for the Center to participate at the undergraduate level presented itself in the form of the Career Opportunities Program. This nation-wide program, designed to provide an opportunity for low-income persons to enter the teaching profession, was sponsored by USOE. It was administered in Chicago jointly by the Chicago Board of Education and CICS. This project was funded at $126,130 for the first year and was to extend over a three-year period. The basic rationale of the program was "to provide an educational career ladder and lattice for minority-group personnel who aspired to positions in the field of professional education."[81] Teacher aides enrolled in undergraduate courses at CICS while they continued to serve

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[81]Career Opportunities Program, Official Guidelines, USOE, September, 1969, Northeastern Illinois State College, Chicago, Illinois.

as paraprofessionals in local schools. The first class in the COP program began on July 1, 1970, with 116 participants.

Some basic objectives of CICS' Career Opportunities Program were:

1. To develop more efficient methods of teaching children in poverty-area schools.
2. To establish new routes to higher education and educational careers for persons from low-income areas.
3. To build better communication and stronger ties between homes and schools.
4. To increase the number of teachers able to effectively relate to children of poverty backgrounds.
5. To help raise the level of the goals and aspirations of indigent citizens.[82]

By September, 1970, the number of participants in the Career Opportunities Program had increased to 127 and by January, 1971, to 141. Classes were conducted after school hours in the Center classrooms by members of the CICS staff and part-time personnel.

Included in the early curriculum were courses in methods of teaching in the inner city, basic mathematics, and science. The participants were enrolled for six credit hours each trimester and twelve hours during the summer session, for a total of thirty hours per year. Persons entering the program without previous college experience but with a

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[82] Ibid.

high school diploma were expected to earn the bachelor's degree within a four to five year period.[83]

Neither CICS nor Northeastern participated in the selection process for COP students, all participants having been identified, initially, by the Board of Education. Of the 141 participants, approximately sixty-five had some college experience before they entered the program. Nine of these were expected to be eligible for graduation by the summer of 1972. Only seven students had earned neither the high school diploma nor the high school equivalency. These students were in the process of doing so during the early stages of COP.

One full-time tutor-counselor was assisted by two part-time tutors, providing help for the COP students on an "as needed" basis. As of January, 1971, the project director reported that the students were doing excellent work, with no failures thus far.[84]

Cognizant of the failure of earlier para-professional programs to fulfill their idealistic objectives, the Center for Inner City Studies hoped to provide the necessary support for success for this Career Opportunities venture.

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[83]Ronald Bailey, Director, Career Opportunities Program, Center for Inner City Studies, January, 1971.

[84]Ibid.

CICS hoped, also, that the COP would lead, eventually, to establishment of the Center's own undergraduate program in Inner City Studies.

The Cultural Linguistics Follow Through Program

The Center initiated its Cultural Linguistics model of the Follow Through project on July 1, 1969. The Follow Through project was sponsored on a nation-wide scale by the United States Office of Education, under the Education Professions Development Act. Its purpose was the improvement of the early childhood education of pupils in inner-city areas.

The original proposal for the Chicago model had been prepared by Nancy L. Arnez of CICS and Mildred Smith of the Flint, Michigan, public schools. It was intended to offer improvement over other Follow Through models which Arnez and Smith considered ill-suited to the educational needs and interests of Black children of the inner-city. While Arnez and Smith were preparing their model for CICS, Clara Holton and Rene Edmonds were also preparing a proposal for a new Follow Through model for the Woodlawn Experimental School project in Chicago. The USOE advised the four educators to combine their proposals and the combined project was funded to begin in July, 1969.[85]

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[85] Edyth Williams, Co-director, Cultural Linguistics Follow Through Program, CICS, January, 1971.

Partially because of CICS' linguistics approach in the Prospective Teacher Fellowship Program and the involvement of the Center's director and other personnel as consultants in early childhood education, Northeastern was awarded a grant of $103,404 for the project's first year.

The Cultural Linguistics approach was designed to improve the education of children in kindergarten through third grade. An oral language program, it sought to enhance the patterns of thought and the educational gains previously achieved by children in a non-standard English dialect or in a foreign language. Arnez and her associates used a curriculum based on the child's own culture and on his capacity to increase his reading, writing, problem-solving, conceptual, and other skills in English. Emphasis was placed, also, on providing for teachers and other school staff the insights that would lead to a better understanding of minority cultures and encouraging more effective communication with children, parents and other members of their communities.

Objectives of the Cultural Linguistics Follow Through project were to encourage children in:

(1) Observation activities that teach them to use all of their senses to discover information and select relevant facts;

(2) Classifying activities to put objects into useful groupings;

(3) Collection activities that show them how to arrange information in an orderly pattern or sequence; and

(4) Activities related to their culture that encourage the use of imagination and creativity.[86]

The Cultural Linguistics Follow Through model was implemented in Chicago, Illinois, Akron, Ohio, and Topeka, Kansas, during the 1969-70 school year. In 1970-71 it operated in four Chicago schools as well as in Topeka.[87]

In addition to Nancy L. Arnez, the Project's staff included thirteen other early childhood education specialists recruited for service in the Center for Inner City Studies.

Renovation of the building housing the Center for Inner City Studies was scheduled for 1971-72.[88] The plans included space for an Early Childhood Day Care Center, similar in concept to the Child Care Center proposed under the Dawson Plan of 1964-65 which had led, indirectly, to the Center for Inner City Studies. The proposed Day Care Center would be one indirect result of the Cultural Linguistics Follow Through project, and as such, would represent a continuation of the CICS pattern of utilizing its programs to effectively expand and perpetuate the scope and direction of its educational concepts.

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[86]Proposal for Follow Through Program, submitted to USOE, Spring, 1969, Northeastern Illinois State College, Chicago, Illinois.

[87]Edyth Williams, op. cit.

[88]Renovation of CICS was scheduled to begin in May, 1971. The cost to the State of Illinois was estimated at $3,233,440 by Heard and Associates, Architects.

C H A P T E R I V

THE INNER CITY FELLOWS

Introduction

The Center for Inner City Studies has carried out two fellowship programs. A total of ninety-seven persons participated in these programs; they received stipends through federal grants provided by the United States Department of Health, Education and Welfare.

The two programs, the Experienced Teacher Fellowship Program (ExTFP) and the Prospective Teacher Fellowship Program (PTFP) are discussed in detail in Chapter II. Both were designed to help improve the quality of education in the ghetto areas of large cities. Each program was significant in the development of the Center for Inner City Studies (CICS), providing the financial support necessary during the initial stages of the CICS search for a viable curriculum for urban teacher education.

Participants in the two fellowship programs were selected on the basis of personal career goals, educational background, and potential for leadership in the improvement of education in inner-city schools. The fellows represented, to some extent, models of the original CICS concepts of potentially effective agents for educational change.

This chapter draws from three kinds of data. It presents (1) the findings of a survey conducted specifically for this study; (2) information gathered from the files of Northeastern Illinois State College; and (3) information from interviews with officials and graduates of CICS. The survey was designed to provide background information about the programs' participants and to obtain insights into the success and effectiveness of the programs as perceived by the fellows themselves. The survey also provides documentation of the extent of the fellows' involvement in urban education and welfare both before and after their experiences in CICS. For the most part, the report concentrates on responses to the questionnaires, utilizing the information from the files and interviews mainly for purposes of illumination and illustration.

The questionnaires for the survey were administered during November, 1970. Of seventy-four questionnaires mailed to former participants in the ExTFP, forty-nine were completed and returned. Of twenty-five questionnaires mailed to former participants in the PTFP, fourteen were completed and returned. Separate tables and supporting figures present the findings from the questionnaire for each fellowship program.

The ExTFP Fellows

The Experienced Teacher Fellowship Program provided the principal financial support for CICS during its first year

of operation and was funded for three consecutive years, 1966-1969. Sixty-three of the seventy-four persons who entered the program over the three year period graduated with the degree of Master of Education in Inner City Studies.

The fellows who took part in the ExTFP were relatively young and predominantly female. They had taught at all academic levels, from preschool through high school, and in many sections of the country. That they were motivated toward higher education is attested by the fact that slightly more than 80 percent of the fellows had taken graduate courses prior to their selection for the ExTFP and enrollment in CICS.

Of the seventy-four fellows who participated in the ExTFP forty-one, or 56 percent, were Black. Twenty-eight, or nearly 38 percent, were White. There were two Mexican Americans and two American Indians in the program during the three years. Thirty-six of those who successfully completed the program were Black, twenty-three were White, two were Mexican-Americans, and two were American Indians. Table 1 sets out data on the fellows' ethnic identification.

As a part of the selection process for the fellowships the candidates were asked to describe their reasons for seeking admission to the program. (The CICS model was one of only four ExTFP programs in the country focusing on the preparation of teachers for the disadvantaged.) They were also asked to describe their professional aspirations.

TABLE 1

ETHNIC IDENTIFICATION OF FELLOWS (ExTFP)

Fellowship Year	Ethnic Classification	1	2	3*
1966-67	American Indian	0	0	0
	Black	16	13	11
	Mexican-American	1	1	0
	White	8	6	5
Total		25	20	16
1967-68	American Indian	1	1	0
	Black	15	14	12
	Mexican-American	0	0	0
	White	8	7	6
Total		24	22	18
1968-69	American Indian	1	1	0
	Black	11	9	7
	Mexican-American	1	1	0
	White	12	10	8
Total		25	21	15

*1--Total number of program participants.
2--Total number of participants awarded Master of Education degree in ICS.
3--Total number of participants returning usable questionnaires.

Most of the candidates who were selected indicated that in spite of having taught in urban ghetto schools for several years they believed that they had not been fully effective as teachers among children of various racial and ethnic groups.

Most of the participants expected to remain for several years in positions similar to those they held at the time they entered the Center for Inner City Studies. More than one-fourth of the fellows expected ultimately to become educational specialists, while another fourth hoped to teach at the college level.

The forty-nine persons who responded to the questionnaire had an average of eight years of teaching experience, primarily in ghetto schools, with eighteen years of experience the maximum. By January, 1971, respondents had taught a minimum of three years in ghetto-area schools or colleges. That the former fellows remained interested in helping to solve the problems of the inner city was indicated by their continued participation in educational conferences and workshops which concentrated on curriculum for the disadvantaged, motivating the slow learner, inter-cultural relations, teaching in the inner city, and educational problems of the Negro child. The former fellows indicated that, subsequent to leaving the Center for Inner City Studies, they were active in organizations in their local communities, focusing on

problems of disadvantagement through Chicago agencies such as the American Indian Center, the Council for an Integrated Community, the National Indian Education Association, and, the National Association of Black Educators. In other communities they participated in local social service clubs, Community Action, Inc., Black Students Union, Welfare Rights Organization, Dayton View Coalition, and the National Youth Board.

The fellows were perhaps younger as a group than most teachers, but were probably representative of teachers as a whole with respect to sex. More than 55 percent of the fellows were women. Twenty-two percent were twenty-nine years of age or younger, almost 59 percent were between thirty and thirty-nine; thus, more than 80 percent of the fellows were under forty. Eight percent of the fellows were fifty or older, with the eldest fifty-three years of age. The average age of the sixty-three successful fellows was slightly less than thirty-five. The average age of the 1966-67 group was thirty-six; the 1967-68 groups, thirty-three; and the 1968-69 class, thirty-five. Tables 2 and 3 present data on age and sex of the ExTFP fellows.

Apparently, the applicants for the CICS project in the Experienced Teacher Fellowship Program believed that their teaching techniques had been inadequate for effective service in urban schools. From a 1969 survey, Thomas reports

TABLE 2

AGE OF FELLOWS (ExTFP)

Age Group	Fellowship Year 1966-67	1967-68	1968-69	1966-69 Average
	Percentage in each Group			
25-29	15.0	22.16	28.2	22.2
30-39	55.0	63.7	57.7	58.8
40-49	20.0	9.1	4.8	11.1
50 and over	10.0	4.6	9.3	7.9

TABLE 3

SEX OF FELLOWS (ExTFP)

Sex	Fellowship Year 1966-67	1967-68	1968-69
	Percentage in each Category		
Male	40.0	36.3	57.1
Female	60.0	63.7	42.9

that the fellows had identified several reasons for their desire to participate in a program focusing on the disadvantaged:

> An eagerness to become more familiar with the history, cultures and divergent lifestyles of minority groups.
>
> A desire to become more qualified to help disadvantaged children to understand their cultural heritage and backgrounds.
>
> A need to develop attitudes that would promote positive relationships with the students and the communities in which the fellows worked.
>
> A desire to develop relevant teaching techniques that would improve the achievement levels among the fellows' pupils.[1]

A specific item in the present study asked the respondents to indicate the extent to which they felt their CICS training had been an asset in their present positions. All of the participants stated that they had benefited to some extent from their experiences at CICS. 76.7 percent indicated that the training at the Center had been very much of an asset, while slightly more than 4 percent believed that it had benefited them very little. While 80 percent of the fellows said that they had not learned new teaching techniques, 90 percent indicated that some of their attitudes toward minority groups and their pupils had undergone positive changes. This suggests that Black teachers as well as

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[1]Elma Melton Thomas, A Follow-up Survey of Graduates from ExTFP Programs I and II, Unpublished Paper, Center For Inner City Studies, Chicago, Illinois.

White experienced such changes, although several teachers, both Black and White, stated that they had possessed the proper attitudes for working among minority group children prior to entering the program. The latter group of teachers indicated, however, that their confidence in their own attitudes and approaches had been reinforced. Several fellows indicated that they had adopted some techniques learned from other program participants. A typical response to the question regarding the value of CICS training was provided by a White female participant who graduated in 1968, at the close of the second cycle of the program. She writes:

> The training at the Center has been very much of an asset to me in the classroom. It wasn't so much a learning of new teaching techniques as it was a gaining of confidence to continue and improve what I was already doing in a small way. The other "fellows" as well as the instructors provided a much-needed "sounding board" and made it possible to pool and strengthen our good ideas and to get rid of our weak or bad techniques.[2]

Table 4 offers data on the fellows' reactions to questions about the usefulness of the training received at CICS.

The fellows were experienced teachers, although not uncommonly experienced ones. Slightly more than 92 percent had spent four or more years in the field of education; however, only 25 percent had worked eleven or more years in the

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[2]Mary Ann Braun, former fellow, ExTFP, in response to a formal questionnaire item, Champaign, Illinois, November, 1970.

profession. All of the fellows had worked for at least one year in an inner-city school, among one or more groups of disadvantaged children. Eight percent had spent fifteen years or more working with such children. Table 5 presents comparative data on the fellows' teaching experience.

Although the fellows had an average of eight years of experience in urban schools, few of them believed that they had been successful in such service. Following their experiences at CICS, several mentioned that fellow-workers considered them "experts" in the education of inner-city children.

The persons selected for the ExTFP were, for the most part, classroom teachers. Of the first cycle, 75 percent of the respondents had had experience within urban schools solely as classroom teachers. Of those respondents among the first group, two had been counselors prior to entering the Center and two had been supervisors. The 1967-68 and 1968-69 cycles also indicated that for most of the participants their professional experience had been limited to classroom duties.

Most fellowship recipients had agreed to return to the school system in which they were employed. All, with the exception of three who were "displaced" teachers and two who were released by their school boards did, in fact, return to their respective school systems. While they returned to

TABLE 4

RESPONDENTS' PERCEPTIONS OF THE VALUE OF TRAINING RECEIVED AT CICS

To what extent do you consider your training at CICS as asset?	Fellowship Year 1966-67	1967-68	1968-69
	Percentage for each response		
Very much	68.8	81.2	80.0
Moderately	25.0	18.8	13.4
Very little	6.2	0.0	6.6
Not at all	0.0	0.0	0.0

TABLE 5

FELLOWS' YEARS OF TEACHING EXPERIENCE

Years of Experience	Fellowship Year 1966-67	1967-68	1968-69
	Percentage in each category		
3 years or less	6.2	8.6	7.9
4 - 6	30.7	32.9	31.4
7 - 10	37.4	33.7	36.8
11 - 18	25.7	24.8	23.9

their former communities after their fellowship year, they did not necessarily return to their former positions. Several fellows were promoted to other positions immediately upon completing their training at the Center for Inner City Studies. By November, 1970, there were at least six elementary or secondary school administrators among the three groups of graduates. Five had left the public schools to become college teachers or administrators. One respondent was dividing her duties between elementary school and college teaching. Six others had become school-community coordinators, presumably because of their newly-acquired qualifications. There had been two persons in this category in the three groups prior to their program experience. One former fellow could be considered a drop-out from the teaching profession, as she apparently despaired of trying to (1) work within her old school system, and (2) instigate changes in the pedagogical approach of teachers and administrators in her school. She writes:

> . . . I have, basically, "dropped out" of the system. I have become involved with various "free schools," at the high school level in the Hyde Park area. If I should return within the next year to education, it will be to participate in an innovative program--perhaps something like the Metropolitan High School or Philadelphia's Parkway Program--a program aimed at <u>teaching</u> kids. Before I entered the CICS program, I had the strength to work within. Now I could not possibly use all my energies to maintain the status quo.[3]

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[3]Moira Griffin, former fellow, ExTFP, in response to a formal questionnaire item, Chicago, Illinois, November, 1970.

The three "displaced" teachers who had participated in the program were Black. The stories of how they became displaced are pertinent here. One participant had been fired from his teaching position in a city school system in Mississippi because of his attempts to register and vote in a state-wide election. Subsequently, he was denied employment by other school systems in the state, for the same reasons. The two other displaced teachers were left without jobs in the wake of school integration drives. While one of these teachers was displaced in the school system of a southern state, the other was left jobless because of integration efforts in a suburban area of Chicago. The southern teacher who was dismissed wrote to the selection committee that:

> North Carolina is now in the process of integrating the public schools and because of the shift in students from Negro to White schools, the enrollment in our school decreased to a point that Negro teachers were no longer needed. The students are being integrated, but not the teachers. Many administrators feel that the Negro teachers are unqualified to teach the White children.[4]

Following their graduation from CICS, the three displaced teachers were eventually hired as teachers in other city school systems in the north.

Responses to the survey indicate that several CICS graduates became human relations co-ordinators, supervisor-consultants, and directors of community programs designed

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[4]Annie L. Williams, former ExTFP fellow, letter to selection committee, Charlotte, N.C., February, 1967.

for the disadvantaged population. Job opportunities for the former ExTFP fellows appear to have become greater and more varied following their participation in the CICS program. Table 6 presents information on pre-CICS professional classification, while Table 7 provides data on current classifications.

Of the forty-nine respondents to the questionnaire-survey, twenty-one indicated that they were currently employed in urban schools in predominantly Black communities. Seventeen were in racially mixed schools while eight were serving white groups in deprived areas of cities. Three former fellows were members of the CICS faculty, one as an administrator-teacher, and two as part-time instructors. Several former fellows were administrators of or otherwise employed in Black studies or urban studies departments of colleges and universities in various sections of the country.

A majority of the Black CICS graduates reported that they were working in schools where there were combinations of Blacks and Whites or Blacks and Spanish-speaking children. No Black teachers or administrators were employed in schools serving totally White school populations, although a few Whites reported that they are employed in all-Black schools. Responses indicate that most White graduates are not serving a particular disadvantaged group, although two White graduates are devoting their professional energies solely to the

TABLE 6

RESPONDENTS' PRE-PROGRAM PROFESSIONAL CLASSIFICATION

Fellowship Year	Classification	Total Number	(1)	(2)*
1966-67	Administrator (Elementary or Secondary)	0	0	0
	Classroom teacher	12	8	4
	College teacher or administrator	0	0	0
	Counselor	2	2	0
	School-Community coordinator	0	0	0
	Supervisor	2	1	1
Totals		16	11	5
1967-68	Administrator (Elementary or Secondary)	0	0	0
	Classroom teacher	14	10	4
	College teacher or administrator	0	0	0
	Counselor	2	1	1
	School-Community coordinator	1	1	0
	Supervisor	1	0	1
Totals		18	12	6
1968-69	Administrator (Elementary or Secondary)	0	0	0
	Classroom teacher	11	5	6
	College teacher or administrator	0	0	0
	Counselor	2	1	1
	School-Community coordinator	1	1	0
	Supervisor	1	0	1
Totals		15	7	8

*Respondents' Ethnic Group Membership
1--Black
2--White

TABLE 7

RESPONDENTS' PROFESSIONAL CLASSIFICATION
(AS OF NOVEMBER 1970)

Fellowship Year	Classification	Total Number	(1)	(2)*
1966-67	Administrator (Elementary or Secondary)	2	1	1
	Classroom teacher	8	5	3
	College teacher or administrator	3	2	1
	Counselor	1	1	0
	School-Community coordinator	1	1	0
	Supervisor	1	1	0
Totals		16	11	5
1967-68	Administrator (Elementary or Secondary)	3	1	2
	Classroom teacher	8	6	2
	College teacher or administrator	2	1	1
	Counselor	1	1	0
	School-Community coordinator	3	3	0
	Supervisor	1	0	1
Totals		18	12	6
1968-69	Administrator (Elementary or Secondary)	1	0	1
	Classroom teacher	7	4	3
	College teacher or administrator	1	1	0
	Counselor	1	1	0
	School-Community coordinator	3	1	2
	Supervisor	2	0	2
Totals		15	7	8

*Respondents' Ethnic Group Membership
1--Black
2--White

teaching and welfare of American Indian children. Table 8 provides data on services to ethnic groups by CICS graduates.

Although five of the fellows (four, of necessity) did not return to their former school systems, all of the others did return, apparently, to the cities from which they had come to the Center for Inner City Studies. Several of the fellows have since re-located. In each instance, however, the movement was from one large city to another. A majority of the program's participants came from and returned to cities in the Middle West. Chicago was among this group; it provided more participants than any other city. The Midwest was represented by forty-six persons over the three year period. Chicago supplied twenty-nine of that number. Nine fellows came from the Far-west, with the South-Central, Southeast, Northeast and Pacific Northwest regions each supplying between four and nine participants. See Tables 9 and 10 for data on the geographical location and population of areas being served by CICS graduates.

A former ExTFP fellow from CICS was honored in 1969 by a metropolitan Los Angeles newspaper as "woman of the year" for her outstanding work as a community relations consultant for the City of Los Angeles.[5] Several graduates of the Center for Inner City Studies received significant promotions and

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[5]Rose Holloway, ExTFP fellow, 1967-68. Reported in the Los Angeles Sentinel, May 4, 1969.

TABLE 8

ETHNIC GROUPS SERVED BY RESPONDENTS
(AS OF NOVEMBER, 1970)

Fellowship Year	Classification	Total Number of Fellows	Ethnic Group (1)	(2)	(3)	(4)	(5)*
1966-67	Administrator (Elem or Secondary)	2					2
	Classroom teacher	8		5		1	2
	College teacher or administrator	2					2
	Counselor	1		1			
	School-Community coordinator	2		1			1
	Supervisor	1					1
Total		16		7		1	8
1967-68	Administrator (Elem or Secondary)	3		1			2
	Classroom teacher	8	1	3		3	1
	College teacher or administrator	2		1			1
	Counselor	1				1	
	School-Community coordinator	3		2			1
	Supervisor	1					1
Total		18	1	7		4	6
1968-69	Administrator (Elem or Secondary)	1					1
	Classroom teacher	7	1	4		2	
	College teacher or administrator	1					1
	Counselor	1				1	
	School-Community coordinator	3		2	1		
	Supervisor	2		1			1
Total		15	1	7	1	3	3

*Ethnic groups among whom respondents are working, as of November, 1970.
1--American Indian
2--Black
3--Mexican-American
4--White
5--Mixed

TABLE 9

GEOGRAPHICAL LOCATION OF FELLOWS (ExTFP)
(AS OF NOVEMBER, 1970)

Regions	Fellowship Year 1966-67	1967-68	1968-69
	Number of Fellows		
Midwest	21	13	12
Northeast	0	2	2
Pacific Northwest	1	1	2
South-Central	1	3	2
Southeast	2	1	1
Far West	0	4	5
Total	25	24	25

TABLE 10

POPULATION OF CITIES IN WHICH RESPONDENTS
WERE SERVING
(AS OF JANUARY, 1971)

Population	Fellowship Year 1966-67	1967-68	1968-69
	Number of Fellows		
More than 500,000	7	9	8
500,000 - 200,000	3	3	3
200,000 - 100,000	3	4	2
100,000 - 25,000	2	2	2
25,000 or less	1	0	0

salary increases following their return to their home school districts. Although one reason often given for participation in the ExTFP was to become a better classroom teacher, several fellows have become administrators or supervisors. Others have become college or university faculty members or home-school coordinators. Salary considerations, probably, have been a factor in their movement into positions outside the elementary and secondary classrooms, but the higher levels of responsibility have contributed to a broadening of the former fellows' influence in urban education and welfare.

Of those responding to the questionnaire, only four reported receiving annual salaries of $11,000 or more prior to their participation in the ExTFP. Thirty reported salaries of $8,000 or less in their pre-program positions. Sixteen were receiving $11,000 or more by November, 1970, with seven at the level of $12,500 or more. Several reported salaries between $15,000 and $18,000 annually. Only nine reported salaries in 1970 of $8,000 or less, including one person engaged in nominal part-time work and two members of a religious order. Tables 11 and 12 offer comparative data on pre-program and post-program salaries.

It is not surprising that many of the former fellows left the elementary and secondary school ranks. Teaching has long been regarded as a temporary job by some college-educated persons. Those destined for other professions have

TABLE 11

RESPONDENTS' PRE-PROGRAM SALARY CATEGORIES (ExTFP)

Salary Level	Fellowship Year 1966-67	1967-68	1968-69	Total
	Number of Fellows			
Less than $ 5,000	2	2	1	5
$ 5,000 - $ 6,500	5	4	3	12
$ 6,501 - $ 8,000	4	5	4	13
$ 8,001 - $ 9,500	2	5	3	10
$ 9,501 - $11,000	2	1	2	5
$11,001 - or more	1	1	2	4

TABLE 12

RESPONDENTS' SALARY CATEGORIES
(AS OF NOVEMBER, 1970)

Salary Level	Fellowship Year 1966-67	1967-68	1968-69	Total
	Number of Fellows			
Less than $ 5,000	1	1	0	2
$ 5,000 - $ 6,500	1	0	0	1
$ 6,501 - $ 8,000	1	3	2	6
$ 8,001 - $ 9,500	3	4	8	15
$ 9,501 - $11,000	4	3	2	9
$11,001 - $12,500	3	4	2	9
$12,501 or more	3	3	1	7

created an endless flow of men and women out of the public schools. In the absence of improvements in the material and other rewards of teaching, this pattern remains essentially unchanged. Qualified persons seek positions in supervision or administration, or in areas of education outside the public elementary and secondary schools, such as community colleges or four-year colleges. The climate for such mobility is enhanced for persons who have been specially trained for teaching in the inner city. Many colleges are adding such persons to their faculties, and boards of education are conscious of the leadership potential of these individuals. It is unfortunate, perhaps, that persons who are trained in special programs do not remain in the classrooms. On the other hand, many of those who move out of the public school classrooms into higher education or school administration may have a broader effect upon elementary or secondary education than if they had remained in the classroom.

The educational plans of the former fellows reflect the desire of many to move into higher education. Of the forty-nine respondents, twenty-one stated that they were planning or were currently engaged in advanced study. Six were interested in studying administration, nine expressed a desire to continue their training in community organization, while others planned to continue in urban education or guidance and counseling.

Eighteen of the former ExTFP participants stated that they definitely would not engage in further advanced study, and ten of the respondents indicated that they were uncertain of their educational plans. See Tables 13 and 14 for data relating to the former fellows' plans for study.

On the whole, the fellows who participated in the CICS Experienced Teacher Fellowship Program were relatively young but experienced teachers who were motivated by their desire to make a meaningful contribution to the educational process in urban areas. Many former fellows returned to their classrooms to apply the knowledge and insights which they had gained at CICS, while others have been promoted into positions of potentially greater influence, outside of the classrooms. The survey indicates that most former fellows are working with the disadvantaged groups among whom they had been trained to work, and several have been recognized for the excellence of their accomplishments. The fact that more than 40 percent of the respondents are either planning or are currently engaged in advanced study is indicative, perhaps, of their desire to make an even greater impact upon the education and welfare of urban minorities.

The PTFP Fellows

The Prospective Teacher Fellowship Program provided an opportunity for the Center for Inner City Studies to

TABLE 13

RESPONDENTS' EDUCATIONAL PLANS

Fellowship Year	Planning or presently engaged in advanced study	Not planning further study	Uncertain of future plans
1966-67	5	8	3
1967-68	7	7	4
1968-69	9	3	3

TABLE 14

AREAS OF FUTURE STUDY

Areas	Fellowship Year 1966-67	1967-68	1968-69
Administration	1	3	2
Community organization	2	2	3
Guidance	1	0	1
Urban education	1	1	2
Curriculum development	0	1	1

further develop ideas relative to the use of language as a tool for the training of teachers and the education of students of the inner city. Additionally, it afforded an occasion for cooperation between the Center for Inner City Studies and the Linguistics department of Northeastern Illinois State College.

The PTFP was funded for three consecutive years, 1967-70. During that period, twenty-five persons received fellowships enabling them to pursue the Master of Education degree in Inner City Studies with language emphasis. Only six of the twenty-five completed the program and received the degree. One of these did not complete the degree sequence within the one-year period of the fellowship, but returned to finish the following year. In January, 1971, eleven of the former fellows who had not yet received the degree were still enrolled part-time in the graduate program of Northeastern Illinois State College.

The eight persons who failed to complete the program and are no longer enrolled offered a variety of reasons for interrupting or terminating their graduate study.[6] Their reasons included:

	No.
Transportation problems	2
Personal illness	3
Personal dislike for (practice) teaching	1
Scholastic difficulty	2

[6]Information obtained from Graduate College File, Northeastern Illinois State College, Chicago, Illinois, November, 1970.

The fellows of the PTFP were, perhaps, older, on the average, than persons one would commonly associate with a program for beginning teachers; their average age was twenty-seven years. Yet, 80 percent of the fellows had completed their undergraduate work only a few months prior to entering the graduate program. Twenty of the twenty-five participants were women.

The participants in the PTFP were locally selected, for the most part; seventeen of the twenty-five had completed their undergraduate work in Chicago-area colleges. Sixteen of the participants were Black, nine were White, and one was Puerto Rican. Tables 15, 16, and 17 provide an overview of the ethnic classification and personal characteristics of the PTFP fellows.

The candidates for the PTFP had been asked why they desired to participate in the program. Typically, the successful candidates indicated that while they had not planned educational careers, this seemed to be an excellent opportunity to earn the master's degree while obtaining teaching credentials. They all expressed an interest in helping to improve the education of inner-city children. Of the twenty-five who ultimately were selected, two had taught for less than one year in elementary schools.

All the participants were required to sign pledges of intent to teach for at least two years in an elementary

TABLE 15

ETHNIC IDENTIFICATION OF FELLOWS (PTFP)

Fellowship Year	Ethnic Classification	(1)	(2)	(3)	(4)*
1967-68	Black	2	2	1	0
	White	1	1	x	0
1968-69	Black	3	0	2	3
	White	2	1	1	1
1969-70	Black	11	1	7	4
	Puerto Rican	1	0	0	1
	White	5	1	3	2

*1--Total number of program participants.

2--Total number of participants awarded Master of Education degree in ICS, by January, 1971.

3--Total number of participants returning questionnaires.

4--Total enrolled in graduate program at NISC, January, 1971.

TABLE 16

AGE OF FELLOWS (PTFP)

Age Group	Fellowship Year 1967-68	1968-69	1969-70
20 - 24	1	3	10
25 - 29	0	2	2
30 - 34	1	0	2
35 - 40	1	0	3

TABLE 17

SEX OF FELLOWS (PTFP)

Sex	Fellowship Year 1967-68	1968-69	1969-70
Male	1	1	3
Female	2	4	14

or secondary school in Chicago following completion of the graduate program. The six fellows who had graduated by January, 1971 did, in fact, teach for the two year period. One became director of a Black studies program at a Chicago area college. Another former fellow was an editor for an educational publisher, developing programs specifically for inner-city children, while at least one graduate of the PTFP enrolled in the doctoral program at a local university. In addition, of the ten who, by January, 1971, were completing their master's work in the graduate college of Northeastern, at least seven were teaching in Chicago schools.

One item on the questionnaire administered in November, 1970, for this study asked the former fellows to indicate the extent to which they believed their training at the Center for Inner City Studies had been an asset in their present positions. All of the respondents indicated that they had benefited to some extent from the graduate program. Half of them believed that the training had been a decided asset, while two, who gave consistently negative responses (with one exception) to the questions, indicated that they had benefited not at all. The respondents stated that, although they were taught certain linguistics principles and other skills that were intended to prepare them to develop language programs in the schools, they were not placed in intern situations where they had an opportunity to apply

these skills. Four persons indicated that they were not prepared to the extent that they felt secure during their internship in the schools, and they experienced great difficulty in analyzing and structuring language development programs.

Several of the respondents volunteered that while they believed that the minority group history, culture, and idiom classes were "interesting" or "meaningful," they considered some of the linguistics courses "irrelevant" and "immaterial" to the education of ghetto children.

Some students expressed disappointment with the inherent contradictions of the coursework. On the one hand, they were told to respect or even encourage the ghetto child's speech patterns, while on the other hand they were taught to change or modify the child's dialect and verbal expressions. One student stated that a linguistics course was discontinued, for all practical purposes, in mid-trimester of 1968-69 because of the lack of interest on the part of the PTFP fellows. It should be noted that the two students who expressed the belief that they had not benefited from the program disclosed in answer to another question that they had profited very much from courses offered by two of the linguistics professors. Table 18 provides a categorization of responses to the inquiry regarding the value of the program.

Although the fellows were, for the most part, locally selected, fourteen colleges, located in seven states and the

District of Columbia, were represented by the twenty-five program participants. Seventeen fellows, including two from NISC, were graduates of local Chicago-area colleges. Chicago State College supplied eight participants, the greatest number from any one college. The states represented, in addition to Illinois, were Indiana, Maryland, Massachusetts, Michigan, Mississippi and Wisconsin. Table 19 presents the geographic origin of the PTFP fellows.

The great majority of the fellows had had only part-time job experience prior to their selection for the program. Except for three, they had been full-time students whose undergraduate studies ranged from elementary education to physics. Fewer than one-half of the fellows had previously considered becoming teachers. Following their Fellowship program experience, 80 percent of the total group of twenty-five were employed in teaching or related fields. Of the fourteen respondents to the survey, eleven were classroom teachers, only two of whom held language development responsibilities. Among the others, one was a college administrator-teacher, another, previously mentioned, was an educational editor, and the other a full-time housewife.

With three exceptions, those who participated in the CICS Prospective Teacher Fellowship Program had only recently completed their under-graduate degree requirements and had not yet entered the job market. Although only a small number

TABLE 18

RESPONDENTS' PERCEPTIONS OF THE VALUE OF CICS TRAINING (PTFP)

Item: To what extent do you consider your training at CICS an asset?	Fellowship Year 1967-68	1968-69	1969-70
	Percentage of responses		
Very much	100.0	66.7	40.0
Moderately	0.0	33.3	20.0
Very little	0.0	0.0	20.0
Not at all	0.0	0.0	20.0

TABLE 19

GEOGRAPHICAL ORIGIN OF FELLOWS (PTFP)

State	Fellowship Year 1967-68	1968-69	1969-70
	Number from each area		
District of Columbia			1
Illinois	2	3	12
Indiana			1
Maryland		1	
Massachusetts		1	
Michigan	1		
Mississippi			1
Wisconsin			2

had completed their graduate programs by January, 1971, several former fellows planned to do so in the near future. The program appears to have been effective in attracting persons into the teaching profession who were to become dedicated teachers. That they were seriously motivated toward careers in education is indicated by the fact that several students who did not earn the master's degree within the program were, in 1971, working toward that goal while simultaneously teaching in the Chicago public schools.

Some of the former participants expressed an ambivalent attitude toward the training they received at CICS; they embraced that portion of the training that seemed to them germane to inner-city education while rejecting that training which appeared irrelevant and immaterial. They were unsure, it seems, whether the language programs at CICS were consistent with other ideas about urban education that they acquired at the Center.

The survey indicates that the former fellows believed that they were making positive contributions to the education of minority-group children in the Chicago ghettos despite the fact that, in most cases, they were not in language development programs. Those who were employed in language programs in the schools expressed a desire to improve their competence through further study and experience. On the whole, Black as well as White participants believed that their positive

attitudes toward minority groups, developed, to a great extent, at CICS, would enhance their personal growth and professional effectiveness.

Following their graduate training many of the former participants in the ExTFP and PTFP saw themselves as "change-agents" in the various communities in which they worked. By virtue of their having studied "disadvantagement" many of the fellows were considered, by others, authorities on urban education. This provided the pride and confidence that many of them had lacked before entering CICS and that they needed in order to make an impact upon inner-city education. Other persons, aware that the fellows possessed the master's degree in Inner City Studies, were more inclined to lend the support needed to initiate and sustain programs.[7]

Although the fellows had received instruction in few techniques, their interaction with other students increased their knowledge of effective techniques and methods of teaching in the inner-city. The total involvement in the study of urban school and community problems provided a unique opportunity for concentration on solutions to these problems.[8]

Several fellows stated that the most important aspect of their training was the realization that the attitudes of teachers in their relationships with pupils, parents, and

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[7] Elma Melton Thomas, op. cit.

[8] Mary Ann Braun, op. cit.

teacher aides, was a major factor in the improvement of education among low-income groups. Their beliefs reflected the thinking of Donald H. Smith, founder of CICS, who has written:

> It is the belief of this writer, supported by compelling evidence of nonperformance, that however well-meaning Whites may be, they lack the social perception to penetrate the mass of white racism that permeates the American school but is almost imperceptible to them. Instead of addressing themselves to the real source of the failure to educate blacks, white educators have busied themselves with methods, techniques, and special curricula for "motoric" children.[9]

Harry A. Passou agrees that the attitudes of teachers are significant. He states:

> . . . The Caucasian population of the United States harbors a substantial amount of racial prejudice directed against Negroes . . . The teaching staffs of our urban areas, drawn chiefly from the Caucasian, middle-class reservoir, share, in some measure, the negative racial attitudes of the communities from which they spring . . . These negative attitudes impede the participation of the middle-class Caucasian teachers in programs for the deprived child, who is usually either Negro or Puerto Rican.[10]

The study of the history, culture, and lifestyles of various ethnic groups created a positive attitude toward such groups. Those fellows who themselves were members of minority groups developed confidence and pride in their personal worth, and consequently could more easily recognize, accept, and respond to the needs of their pupils.

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[9]Donald H. Smith, "The Black Revolution and Education," in Racial Crises In American Education, ed. by Robert L. Green (Chicago: Follett Educational Corporation, 1969), p. 63.

[10]Passou, A. Harry, "Diminishing Teacher Prejudice," in The Inner-City Classroom: Teacher Behaviors, ed. by Robert D. Strom (Columbus, Ohio: Charles E. Merrill Publishing Co., 1966), p. 93.

Another important aspect of their graduate training was the fact that many participants became aware of their own racial and personal prejudices. Through group interaction, individuals were able to examine and, perhaps, assess their feelings honestly.

The participants in both fellowship programs became aware of the extensive need for more adequately trained persons in the field of "disadvantagement." This awareness prompted several fellows to seek further study in that area. Several Black as well as White members found opportunities for educational leadership as college teachers and administrators.

Members of both fellowship programs became closely-knit, corresponding with and lending support to one another after leaving the program.[11] The Inner City fellows seemed likely to make a substantial impact upon urban education in their search for solutions and alternatives to the present educational process.

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[11]Herman Henning, former ExTFP fellow, private interview with the writer, Chicago, Illinois, February, 1971.

C H A P T E R V

THE IMPACT OF THE CENTER FOR INNER CITY STUDIES

Introduction

In its four and one-half years of existence, the Center for Inner City Studies had affected, to some extent, the education of several hundred teachers or prospective teachers in ghetto schools. Its method of training teachers for these schools had affected the lives of thousands of children, primarily in the Chicago area, but in other sections of the country as well.

This study sought evidence relevant to the assumption that (1) the Center's impact had been primarily positive in nature, and (2) its influence was apparent in urban education at the local as well as the national level. The assumptions and presumptions of this Chapter are based, in part, upon evidence made available by the Center for Inner City Studies and Northeastern Illinois State College. Nationally and regionally-oriented evaluation teams submitted comprehensive reports to the College. These reports were made available for the purposes of this study and provided some basis for conclusions regarding the Center's effect.

Evidence gathered as a result of questionnaires administered to three groups of students and former students of the Center for Inner City Studies is presented in this chapter. In addition, information has been obtained from interviews with faculty members of Northeastern Illinois State College, other institutions of higher education, and administrators of local schools and social agencies.

Graduates of CICS

Approximately 1,600 students had participated in formal coursework in graduate programs at the Center for Inner City Studies since September, 1966. Of these, two-thirds had been candidates for the Master of Education or Master of Arts degree. By January, 1971, Northeastern Illinois State College had awarded degrees in Inner City Studies to 152 graduates. Ninety-eight persons had earned the Master of Education degree, forty-seven had received the Master of Arts, and there had been seven successful candidates for the degree of Master of Education with Language emphasis.[1]

A majority of the 152 graduates were employed in Chicago as teachers or administrators in elementary schools, high schools, and colleges. Approximately fifty alumni were

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[1]Graduate College, Northeastern Illinois State College, Yearly Summary File, January, 1971.

employed in schools, colleges, and social agencies in other sections of the country.

In Chicago, approximately seventy-five graduates of the Center were employed in the public schools. As a group, they considered themselves well-prepared to work among the city's low-income residents and were satisfied with the training received at CICS. Through many of these teachers, the Center for Inner City Studies had, apparently, influenced other teachers and their approach to classroom duties and responsibilities.

Eighteen Black and two White public school teachers who were graduates of CICS were interviewed separately and on various occasions during the 1970-71 academic year for purposes of this study. The teachers were asked an identical series of five questions each regarding the Center, their experiences there, the effect of the Center's graduate program upon their performance, and their perceptions of the program's effect upon fellow teachers. Specific questions and responses follow:

1. <u>Through what means did you become aware of the graduate program in Inner City Studies?</u>

Through the news media	0
Through professional publications	2
From other teachers	17
Through the college	1

2. <u>How would you rate the Center's educational approach in comparison to traditional education programs and courses of study?</u> The CICS approach is:

Not as meaningful	0
Slightly more meaningful	0
Somewhat more meaningful	1
Much more meaningful	19

Most of the teachers interviewed stated that they had become aware of the graduate program at the Center for Inner City Studies through fellow teachers. They believed that the extensive word of mouth publicity was indicative of the satisfaction of those in the program and indicative also, of the impact of the Center upon the Black community in which the Center is located.[2] All of those interviewed believed that teachers in certain schools were influenced to some extent by others who were either students or graduates of the Center. Of the twenty, twelve believed that those teachers were influenced very much, five thought they were influenced somewhat, and three thought the influence of Center graduates was slight. All of them believed that the Center's educational approach was much more meaningful than were traditional education programs.

3. <u>In your opinion, to what extent are teachers in the schools influenced by other teachers who are either students or graduates of the Center?</u>

Not at all	0
Slightly	3
Somewhat	5
Very much	12

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[2]Twenty graduates of the Center for Inner City Studies, personal interviews with the writer, during the 1970-71 academic year.

4. Has your approach in dealing with low-income children changed as a result of your graduate program?

Yes, definitely	16
No, definitely	2
Somewhat	2

5. To what extent were you favorably impressed with the curriculum in your graduate program?

Not at all	0
Slightly	0
Somewhat	2
Very	18

During the discussions, the respondents emphasized that they were especially impressed with the curriculum in the program because such courses had not previously been available to them. Whites as well as Blacks appreciated History and Culture of the Negro, because previously they had known little about the history of Black people. They were also introduced to the geography of Africa, about which they had previously known extremely little. Two courses in particular, Pathology of the Ghetto and Graduate Study in Disadvantagement, influenced the students' attitudes and perceptions about themselves and about the children whom they taught. A number of teachers stated that they now were more willing to visit the parents of their pupils and to discuss with the children themselves discipline problems which, previously, had often led to punishment for ghetto children. The new understanding, they believed, had improved their relations with all students under their influence. Several reported that other teachers whom they had met at the

Center had expressed similar reactions to the graduate program in Inner City Studies.

The Local School Impact

One graduate of CICS, a former classroom teacher who had become administrative assistant to a district superintendent on Chicago's west side, stated:

> A most significant factor in any quantitative assessment of the impact of CICS is its accessibility to many Black teachers and other professionals who, in the past, were less inclined to pursue graduate studies because of (1) the prohibitive cost, (2) the remote location of institutions of higher education, and, (3) a lack of interest in the courses of study offered by other colleges and universities.[3]

This former Extended Day student further stated that his relationships with children, teachers, teacher aides, and parents had been considerably more affective in nature and positive in impact as a result of his experiences at CICS. He described the Center's method as a "humanistic" approach, and he believed that several teachers in District 10, who were also Center alumni and whom he saw often in their professional roles, were much better teachers as a result of their graduate study at CICS.[4]

An administrative assistant at Northeastern Illinois State College was taught, as a Teacher Corps intern in Chicago,

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[3]Albert Gaston, Administrative Assistant to the Superintendent, District 10, Chicago Public Schools, personal interview with the writer, Chicago, Illinois, February 11, 1971.

[4]Ibid.

by a graduate of the Center for Inner City Studies. She described the Center alumnus thus:

> . . . An exceptionally competent teacher trainer, she has an endless volume of new skills and techniques.
>
> . . . the key to her approach, however, is attitudinal. She knows herself, and works at developing ways to communicate with others. She possesses qualities toward which all teachers should aspire.[5]

Several principals of Chicago schools had either been enrolled in the Center's Extended Day program or have had on their faculties teachers who have attended the Center. The reactions of these administrators have been generally positive.

The acting principal of one of Chicago's largest high schools was a Master's degree candidate in Inner City Studies in 1970-71.[6] Before his enrollment at CICS, this young administrator, a product of Chicago's Black ghetto and a veteran inner-city teacher, was skeptical of the value of the Center's graduate program. Persuaded by a friend to enroll, he found the courses "highly enlightening and meaningful." He was of the opinion that the course Graduate Study in Disadvantagement would be particularly helpful to

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[5]Leida Slater, College of Education, Northeastern Illinois State College, personal interview with the writer, Chicago, Illinois, March 23, 1971, discussing Delores Taylor, former ExTFP fellow, who became director of the Chicago Urban Teacher Corps in April, 1971.

[6]Malcolm Hemphill, Acting Principal, Marshall High School, personal interview with the writer, Chicago, Illinois, March 24, 1971.

teachers and other professionals who worked in low-income areas of the city, and he credited another course, Methods of Teaching in the Inner City, with contributing to the development of his own administrative philosophy. He expressed the belief that the Center for Inner City Studies had exerted a greater influence upon Chicago's public school teachers and pupils than any other teacher education program among the city's colleges and universities.[7]

A public school assistant principal and newly-certified principal found that the teachers, among his faculty who had studied at the Center were "most aware of, and responsive to the needs of the children."[8] He believed that CICS had increased the awareness, the consciousness level, of Chicago's inner-city teachers toward their professional responsibilities. He found the Center's influence apparent in the school's in-service meetings even reaching teachers who had not attended the Center but had been indoctrinated, as it were, by other teachers who attended CICS. His response noted much discussion among the teachers about subjects studied at the Center. He credited CICS with leading the way toward making Chicago's inner-city teacher more aware of the importance of his work.[9]

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[7] Ibid.

[8] Weldon Beverly, Assistant Principal, Price Elementary School, personal interview with the writer, Chicago, Illinois, March 17, 1971.

[9] Ibid.

A major impact of the Center for Inner City Studies was implicit in the attendance of 500 to 600 in-service teachers who were enrolled in the Extended Day program and who could immediately apply the principles and knowledge acquired at CICS. These were teachers, mostly Black, but including some Whites, who traveled to CICS two or three days per week for late afternoon and evening classes. A graduate of the Center's ExTFP, a former Chicago public school teacher, was a 1971 doctoral candidate in an eastern university. After visiting several highly regarded urban teacher education programs throughout the eastern and mid-western sections of the country, he stated, in February, 1971, that the Center for Inner City Studies "remains one of the finest in the country."[10] His reasoning came partially from his observation that many urban teacher training programs were totally campus-based and therefore could not offer students the opportunities for immediate application of their training that was possible in the Chicago program.[11]

A National Image

William Engbretson, president of Governors State University in Park Forest, Illinois, expressed the belief

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[10]Herman Henning, former ExTFP fellow, private interview with the writer, Chicago, Illinois, February, 1971.

[11]Ibid.

that CICS was among the nation's outstanding urban teacher training institutions. Engbretson, as a member of a national evaluation group, had observed several established as well as recently-created programs. He stated that "the Center for Inner City Studies is one of the top five or six such programs in the country."[12]

The Trippe Report of 1967 concluded, not only that CICS was among the nation's leaders in urban teacher training, but that "the Center program is imaginative and integrated to the point that it represents a model for revitalizing teacher education."[13] There was, in fact, some evidence that other institutions had adopted CICS' model for training teachers. The chairman of the English department of Wright State University in Ohio wrote, in June, 1968, to Don M. Seigel, requesting information on the master's degree program in inner city studies with language emphasis. He was seeking information for the establishment of a "group of courses which will focus on the linguistic difficulties of disadvantaged students."[14] He indicated that he had written to more than ninety urban institutions and found the CICS program to be one of only a few combining inner city

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[12]William Engbretson, private interview with the writer, Monee, Illinois, February 15, 1971.

[13]The Trippe Report, Evaluation Report of the Center for Inner City Studies, Northeastern Illinois State College, Chicago, Illinois, November 9-10, 1967.

[14]Letter, Lawrence E. Hussman, Jr., Wright State University, to Don M. Seigel, Northeastern Illinois State College, June 13, 1968.

studies with linguistics. The new program at Wright was reportedly in operation by early 1971.[15]

Smith[16] and Carruthers[17] stated that several other colleges in Michigan, Iowa, and Indiana had requested information on the organization of the Center, with the goal of establishing urban education or ethnic studies programs in their own institutions. Graduates of the Center for Inner City Studies were employed as directors or teachers in programs similar to that of the Center in several colleges and universities in various sections of the country.

Among the colleges and universities where CICS graduates were employed and where the CICS model was being replicated, in whole or in part, were: Chicago State College, University of Colorado (Denver), Kendall College (Evanston, Illinois), Miami-McDade Junior College (Florida), Northeastern Illinois State College, Parkland College (Champaign-Urbana, Illinois), Prairie State College (Chicago Heights, Illinois) Purdue University (Lafayette, Indiana), and University of Illinois (Chicago).

Working as teachers and departmental chairmen in these institutions, the graduates of the Center for Inner

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[15]Lawrence E. Hussman, Jr., private interview with the writer, Chicago, Illinois, February 16, 1971.

[16]Donald H. Smith, private interview with the writer, New York, N.Y., August 17, 1970.

[17]Jacob H. Carruthers, private interview with the writer, Chicago, Illinois, January 19, 1971.

City Studies had an opportunity to make a substantial impact upon education generally and upon the lives of many individuals in urban teacher training and ethnic studies programs. For example, Benjamin G. Cook, director of the Black Studies program at Prairie State College and a graduate of CICS' Prospective Teacher Fellowship Program, has stated that the training he received at the Center was the most meaningful educational endeavor in which he has participated and was essential to the successful operation of the program at Prairie State.[18] Three other graduates of the Center were also members of the faculty at Prairie State.

The Field Internship

The Inner City Studies Program required that an eight-week field internship be served in a Chicago social agency. Since most of the master's degree students were teachers, the field internship was designed to provide an experience that would differ from that found in schools. Boys' clubs, settlement houses, community centers and YMCA's have welcomed CICS' field interns. On this point, the Trippe Report stated:

> Supervisors of schools in which Center students are now working and directors of social agencies in whose programs Center Fellows have field experiences agree that job performance is related and that

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[18] Benjamin G. Cook, private interview with the writer, Chicago, Illinois, March 16, 1971.

> enrollees are doing well in relation to children served and in working toward desired changes in schools that serve inner-city children.[19]

Some of the agencies where CICS students served internships were: The Woodlawn Boys Club, the Helen Robinson Library, the Parkway Community Center, the Abraham Lincoln Center, the Neighborhood Boys Club in Hyde Park, and the Beatrice Caffrey Youth Agency, all on the south side within the Black community. Interns were placed, also, in social agencies on the near-north side where the residents had more diverse ethnic backgrounds. Those organizations included the Southern Center of the Council of the Southern Mountain Whites, the Olivet Community Center, the American Indian Center, and the People's School.[20]

For an eight-week period, interns in these agencies were youth group leaders, tutors and counselors, athletic team leaders, adult education program aides, and aides in early childhood day care centers. In addition, interns were assigned to the educational section of Cook County Jail and the House of Correction as tutors and counselors. Dan Kuzahara, Sonja Stone, William Speller, former directors of the CICS Internship program, and William Smith, present director, agreed that the Field Internship provided

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[19] The Trippe Report, op. cit.

[20] William Smith, Director, Field Internship, Center for Inner City Studies, private interview with the writer, Chicago, Illinois, January 19, 1971.

experiences that differed markedly from the professional experiences of most teachers. This phase of the CICS training was designed to help the student function in an atmosphere in which the clients participated voluntarily, unlike the usual school situation, where the teacher had the advantage over a "captive clientele." Kuzahara, a psychologist, believed that the psychological framework necessary for success within the community agencies was conducive to the improvement of teacher-pupil-parent relationships when carried over into the school environment.[21] William Smith saw the field internship as an expression of opportunities for the CICS intern to interact in an unusual fashion with low-income persons.

Other participating organizations chiefly concerned with the welfare of low-income, minority-group members were the Chicago Welfare Department and the Metropolitan YMCA. According to Nancy L. Arnez, several welfare caseworkers were enrolled each semester in courses offered by the Center. The Metropolitan YMCA conducted a youth action program in several Chicago inner-city communities. A YMCA representative expressed the belief that the training that the staff members received at CICS was important to the success of the program.[22]

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[21]Daniel K. Kuzahara, former Director, Field Internship, Center for Inner City Studies, private interview with the writer, Chicago, Illinois, February 16, 1971.

[22]Donald Linder, private interview with the writer, Chicago, Illinois, November, 1970.

Impact Upon Its Faculty

The impact of the Center on its own faculty has been substantial. Persons who joined the Center's faculty generally embraced the prevailing philosophy toward improving the condition of low-income, minority groups.[23] As a body, the CICS faculty appeared to have developed a special capacity for sharing and learning from one another. Carruthers defines the Center's position in a 1969 statement:

> The American college or university, while to some extent more advanced than other institutions in the society, has . . . failed to properly explore potential and alternative modes of existence for a growing number of human beings. . . . the role of the university or college should be pre-eminently moral leadership and not abdication. . . . the people who work in the Center, with their diverse special concerns share a common bond. . . . the freedom and power that accrue from this dedication must not only be manifested in the programs in the Center, but must be transmitted to the communities served by the Center.[24]

The philosophy inherent in this statement had produced a generally cooperative atmosphere in which the CICS faculty related positively to their work, students, colleagues, and community.

Impact Upon the College

The impact of CICS upon its parent institution, Northeastern Illinois State College (NISC), has been limited.

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[23]Jacob H. Carruthers, private interview with the writer, Chicago, Illinois, January 19, 1971.

[24]Jacob H. Carruthers, "Toward A Philosophy for CICS," Center for Inner City Studies, mimeographed, 1969.

A visiting committee of the North Central Association of Colleges and Secondary Schools conducted an examination of NISC in July, 1970. According to this committee, "The Center seems to have little impact upon campus-centered educational programs."[25] The present study would support that assessment. Except for the limited cooperation between the Department of Linguistics and CICS through the Prospective Teacher Fellowship Program, there had been little interaction between CICS and other academic components of Northeastern. On the North campus, the education of teachers for the Chicago Public Schools, a major college objective, was being accomplished through tradition-oriented programs.[26] As the North Center Association Report stated, "One senses that innovation has been delegated to the Center."[27]

Only a small percentage of the Northeastern faculty, and even fewer students, were aware of the Center, its programs, and its relationship to the College. Some persons had a vague idea that it was somewhere south of the downtown area of Chicago, and they had even more ambiguous notions that it conducted programs for persons who were "academically inferior" to the graduate and under-graduate students

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[25]North Central Association of Colleges and Secondary Schools, Visiting Committee, Northeastern Illinois State College, Chicago, Illinois, July, 1970.

[26]Ibid.

[27]Ibid.

on the North Campus.[28] The lack of rapport between the College and the Center had been apparent from the beginning, but in an administrative report at the end of the Center's first year of operation, Donald H. Smith noted what he might have considered a shift in the College's attitude toward the Center. He wrote:

> During the first year there was no discernible change in the College's teacher education programs. Recently, there have been a few. The most notable of these is that a member of the Center faculty has been asked to serve on the advisory committee of the Special Education Department. Also, the Graduate Curriculum Council has asked the Center's opinion on its proposed master's program for National Teacher Corps interns. Further, several members of the Center faculty have been asked to give lectures and conduct seminars for undergraduate and graduate education students. These are optimistic signs that the ExTFP and the Center it helped to create are having some positive impact on the rest of the College.[29]

Unfortunately, relations between the Center and the College had developed, by 1971, only to a limited degree beyond the tentative arrangements described in the report.

Robert N. Paine, English professor and chairman of the College's Steering Committee for New Programs when the Inner City Studies program began in 1966, deplored the lack of interaction between the Center and the College. He suggested a local public relations campaign to create

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[28] A Professor, Northeastern Illinois State College, private interview with the writer, Chicago, Illinois, February 18, 1971.

[29] Donald H. Smith, Directors Report, Center for Inner City Studies, Chicago, Illinois, August, 1967, p. 2.

and strengthen the bonds between the two, pro bono publico.[30]

Perhaps the major impact of the Center for Inner City Studies was more apparent in the graduates of the various programs. The opportunity to focus their attention upon some of the more pressing contemporary problems enabled some graduates to become recognized as leaders in the search for relevance in education. Many others, while they did not necessarily become leaders, had benefited in their personal and professional growth as individuals and as teachers. Several gained attractive professional and career opportunities as a direct result of their participation in the CICS programs.

The ultimate impact of the Center for Inner City Studies remained to be determined, but the pattern had been established. The inner-city areas of many urban communities across the country were beneficiaries of CICS' attempt to offer an alternative to an educational system which, by many barometers, was failing. The impact of CICS will be apparent so long as its students emerge better qualified and more able to clearly define and articulate the needs of their pupils and to offer realistic solutions to the problems of ghetto residents.

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[30]Robert N. Paine, private interview with the writer, Chicago, Illinois, February 15, 1971.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Center for Inner City Studies had a distinctly positive effect on the lives of many teachers and their pupils. With the cooperation of key personnel of Northeastern Illinois State College, the Center built a substantive graduate program. The continued growth of the Center was, perhaps, contingent upon its ability to capitalize upon its many strengths and to overcome obstacles which might threaten its existence as did the difficulties of its first year.

Had the ExTFP not survived the problems of 1966-67, CICS might have failed. The fear of failure was apparent among its faculty as well as its students, as some faculty members, under pressure on the Campus as well as at the Center, viewed negatively the frustration-induced activities of several students.

The idea being implemented was new. Preparing teachers for inner-city schools had been discussed in seminars and workshops, and USOE had sponsored several summer institutes, but with the exception of one or two instances, no fully developed programs leading to the master's degree had

been attempted. The CICS faculty members were conscious of their pioneering position. Believing that they were on trial, they felt threatened by any negative reactions displayed by the students, most of whom were veterans of the inner-city wars. Although Smith, Arnez, Sizemore and Bailey had taught for several years in ghetto elementary and high schools, some others among the faculty had not had that experience. The students' perception of this inexperience exacerbated the insecurity of both groups. That the program survived is a credit to the students who recognized and demanded the correction of flaws in the operation, and to the administrators of the Center and the College for their positive responses to the challenge.

The Center for Inner City Studies sought to indirectly improve the education of low-income children and to improve the rapport between those children and their teachers by use of four principles. These principles, apparent in all of the Center's programs, may be recalled as: (1) improvement of communication between teachers and students; (2) development of respect for ethnic minorities; (3) empathy toward students; and, (4) awareness of the individual worth of each student (See Chapter III, p. 67). These four principles appear to be worthy of consideration by other teacher training programs. That they were utilized, perhaps for the first time as a unit, in the preparation of teachers for the

inner-city does not limit their applicability. Education programs for suburban teachers might also find such principles useful.

The major strength of the Center's approach was the emphasis upon the attitudinal aspects of teaching. Conversely, former students considered CICS' most glaring weakness to be its failure to impart teaching methods to its students. As reported earlier, many graduates of the Center stated that they learned no new teaching techniques in formal courses at CICS. Officials of the Center were not unaware of the necessity for "methods" or "techniques" of teaching, however. Barbara Sizemore's class, Methods of Teaching in the Inner City, was cited frequently by students as a valuable course. Donald H. Smith, in addition to Sizemore and other faculty members, believed that "method" was philosophical, relating, in a large measure, to the teacher's perceptions of himself, his students and teaching, generally. Thus, a teacher's "methods" or "techniques" are closely related to his attitudes, which received major attention in the CICS approach.

The overall design of the Center for Inner City Studies was unique in its utilization of federal funds toward the creation of permanent educational programs that were inter-related and supportive, one of the other. All too frequently federal monies are used, or mis-used, until the

supply is depleted, after which conditions revert to "business as usual." CICS' Experienced Teacher Fellowship Program might have followed such a non-productive pattern. That it did not is a tribute to the foresight of the leaders of CICS and Northeastern. The federal funds for the ExTFP, combined with local state funds, made it possible for hundreds of graduate students to enroll in the master's degree program on an Extended Day basis. The possibility for advanced-degree work might otherwise have been unavailable to the many teachers and others who desired it.

The comparative success of the ExTFP led directly to an opportunity for CICS to further develop its approach to teacher education, this time through the Prospective Teacher Fellowship program. The PTFP allowed for experimentation based upon a combination of linguistics and inner city studies. In addition, it facilitated cooperation between the Center and other College departments which otherwise was minimal during the four and one-half year period.

The experimentation with a language component in the PTFP aided Center personnel in developing a linguistics model for participation in the federally-funded Follow Through program. The expertise gained from this early childhood education plan could prove valuable as the Center designs its own projected Day Care Center.

During the summer of 1970, plans for the Center's undergraduate program developed as CICS launched its

project in the Career Opportunities Program. CICS had been able to attract the COP as a direct result of its experience and success with the other federal programs.

Each of the Center's programs had followed and dovetailed into preceding programs. It was remarkable that the College had been disposed toward retaining each program in its degree sequence beyond the termination of federal funding. It is possible that other institutions might similarly utilize temporary federal assistance to build permanent educational programs.

Relations Between CICS and NISC

The Center for Inner City Studies and Northeastern Illinois State College--as Chicago Teachers College North--had been established for similar purposes. Both had goals of progressive education and innovation in the preparation of teachers for the elementary schools of Chicago. The College, situated in an area of Chicago where there was hardly a token representation of Black people, was, by suggestion, "for Whites only." Ample rationale supported the Chicago Board of Education's decision to erect the College where it did. Nevertheless, to many Black Chicagoans, this was simply another decision dictated, at least in part, by racism. The Center, located in the heart of the inner core of Chicago, was surrounded by a 99 percent Black

population. The decision to locate the Center in a ghetto-slum area was probably a sound one, based to a great extent upon the philosophy of its founder, a Black man. Regardless of the logic undergirding the decision, many Black and White Chicagoans, College as well as Center officials, eventually construed the Center as a Black "Bootstrap" operation--"A Black Thing."

The leadership of the College and the early leadership of the Center prevented either of the racial indictments from becoming a reality; nevertheless, the race question and racial misunderstandings complicated the operation of the Center and its relationship to the College. This relationship was perhaps one of the most intriguing aspects of the Center's existence.

The College's administration was directed, in a subtle but highly effective fashion, by its dean, later president, Jerome M. Sachs. Under less astute, less democratic leadership, the College might have developed into a bastion of White racism. Under such conditions, the Center probably would never have come into existence. President Sachs, motivated, perhaps by moral convictions as well as by his educational values and priorities, recognized substantial merit in the ideas proposed by Donald H. Smith and Stanley M. Newman. Following the pattern set by Sachs, other administrators and faculty concurred, at least officially, in the College commitment to support of the Center.

Many faculty members had been attracted to the College originally because of possibilities for experimentation, research and innovation. They might easily have been described as educational liberals, although one suspects that a political barometer might have revealed a conservative orientation. By 1965-66, many of the same faculty members had shifted to a conservative educational philosophy, especially in matters relating to teacher education. Although the major challenge to education lay in the preparation of teachers who could teach effectively in the ghetto areas of large cities, few attempts were made by faculty members to determine inner city needs. In later years, the North Central Association was to report that ". . . the Center was invariably cited (by College personnel) as the means of achieving innovation."[1]

The attitude implicit in the North Central Association's Report relates to educational innovation, but it could also be applied to the general relationship between the College and the Center. The impression transmitted by the report and otherwise is that the College occasionally capitalized on the Center's efforts, but tolerated the relationship only because of the commitment by President

[1]Report of the North Central Association of Colleges and Secondary Schools, Visiting Committee, Northeastern Illinois State College, Chicago, Illinois, July, 1970.

Sachs. The ambivalent attitude of the College, coupled with a recalcitrant attitude belatedly displayed by the Center, limited the effectiveness and recognition available to the Center and, parenthetically, to the College.

While many College officials and personnel seemed satisfied to be only superficially identified with the Center, the quasi-official motive for this lack of involvement was the desire to escape the label of racism that could have accrued from a more vigorous participation in the affairs of the Center. This limitation of official interest resulted in the Center's having freedom to implement its own program, albeit with limited moral and financial support. One example of this freedom was apparent in the area of research. Despite the Center's extensive research efforts and the need for much more, these efforts had not been recognized by the College. CICS bestowed the title of "research Director" upon a faculty member who trained many students and several community residents in methods of research.[2] This instructor, who alone constituted the Center's "Research Department," led several groups in collecting and compiling demographic and other data about various low-income communities in Chicago. She held the official rank of Instructor, conducting

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[2]Carol Adams, Research Director, Center for Inner City Studies, private interview with the writer, Chicago, Illinois, February 11, 1971.

several courses each trimester while collecting information in support of CICS' programming efforts.[3] CICS' research activities were not recognized by Northeastern's Institutional Research component on the main campus.[4]

Inherent in the attitude of the College was an apparent suspicion that while the Center's programs were not quite "legitimate" in terms of the tradition-steeped programs of the College, perhaps there was some merit in retaining the CICS programs. This may have been especially true in the late 1960's when many institutions were striving for "relevance." Although the College frequently pointed to the Center when citing itself as conducting innovative programs, according to Center representatives it did not show a consistent inclination to lend the financial support necessary to attract more top-quality Black personnel.[5,6,7] Such support might have enhanced CICS' effectiveness. In several instances, it seems, the College did not recognize the merits of those Center faculty members who generated a national image for CICS. The North Central Association Report of 1970 commented that the department chairman held only the rank of

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[3] Ibid.

[4] Ibid.

[5] Donald H. Smith, private interview with the writer, Boston, Massachusetts, June 4, 1970.

[6] Sonja H. Stone, private interview with the writer, Chicago, Illinois, February 2, 1971.

[7] Nancy L. Arnez, private interview with the writer, January 22, 1971.

instructor.[8] Although administering a department enrolling several hundred graduate students, the chairman and several others at CICS had failed to achieve membership on the graduate faculty, because they lacked the doctoral degree. It appeared that CICS, which had some visibility in certain urban areas across the country, was relatively unrecognized and unheralded on its "own" campus.

Smith and his associates envisioned the Center as a racially integrated operation, despite Smith's conviction that it should be located in a Black slum area. That desegregation was a national goal in 1965-66 probably influenced the emphasis on integration. Smith, however, was concerned primarily with preparing teachers, Black or White, to teach effectively in low-income area schools. Despite his preference regarding the location of the Center, Smith did not seek estrangement from the College. In fact, on several occasions he sought to emphasize the connection between the Center and the College. He insisted that a formal ceremony take place on the College campus to mark the beginning of CICS. He solicited the participation of several main campus faculty members in the south side project. Smith concurred with Newman that White students should be encouraged to come into the Black community. He saw the Center

[8]North Central Association Report, op. cit.

as a College project--a satellite, as it were--removed from the North Campus in a physical sense only.

Following Smith's departure in August, 1968, the Center's emphasis on Blackness became more acute. The cooperation that Smith had received from the North campus diminished as Sonja Stone assumed leadership of the Center. Despite Smith's valid assertions that certain forces on the Campus had opposed him, under his leadership, the Center had enjoyed substantial support among the administration and some faculty. This support eroded, to some extent, upon his departure. In addition, Mrs. Stone, because of multiple responsibilities, was unable to develop immediately the necessary relationships inherent in such backing.

The movement of many Blacks, individually and collectively, from support of integration to a "Black power" stance in the late 1960's may account for the similar phenomenon involving the Center. CICS followed the national lead in the Black search for economic and political independence, avoiding where possible any coalition with Whites.

Free of many of the campus-based affiliations that had linked Smith to the College, and encouraged by the national mood, some of the faculty and, to a degree, the students of CICS began to see the Center as an institution "for Blacks only." The point was unexpressed, but nevertheless apparently conveyed to College officials and to some White students that the CICS staff desired a Black operation,

with little or no participation by White college personnel. That this development was probably not by design is immaterial, considering its effect.

Following the expiration of the fellowship programs, very few Whites entered the CICS. Although it was important for the Center's administration to make its own decisions, closer coordination with other programs of the College might have been mutually beneficial. This could have been achieved by CICS' participation in the education of all undergraduates who planned teaching careers. Problems which developed as a result of the lack of communication might have been avoided. It is conceivable, however, that the administrative format of the College precluded a more cooperative arrangement.

Until 1970, the Center's position in the organizational structure of the College had been obscure. Its director had reported directly to the Vice President for Academic Affairs. In the fall of 1970 CICS was placed within the newly-organized College of Education. The Dean of Education was a Black man, and while his appointment promised to improve relations between the Center and the College, the effect, by January, 1971, was not fully apparent. Believing that CICS had previously existed by <u>fiat</u>, the Dean envisioned a more positive relationship between the College and the Center, based on professional respect.[9] With an interest in

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[9]Eldridge E. Scales, Dean, College of Education, Northeastern Illinois State College, private interview with the writer, Chicago, Illinois, March 24, 1971.

both locations the dean could serve as an effective liaison between the College and CICS.

There is little doubt that the Center for Inner City Studies had been effective in its approach to graduate training for inner-city teachers. The implications for specialized training for teachers in various sections of the country--urban or rural--are strong. Undergraduate, graduate and in-service training for specific school districts may prove to be more effective than the universal approach of traditional programs has been. A college or group of colleges might specialize in the preparation of teachers for the specific areas in which they are located, or a university might establish teacher-training satellites in several communities to provide on-site training in the behavioral sciences and teaching methods and techniques appropriate to those areas. In any event, it is clear that colleges and universities must seek alternatives, such as CICS, if urban education is to be meaningful for the remainder of the 1970's and beyond.

Conclusions of the Study

While it is conceivable that some of the success of CICS was due as much to the effectiveness of its recruitment and selection processes as to the quality of the training, there is little doubt that it has made a significant impact

upon the preparation of teachers for the inner-city schools of Chicago. The Center's influence was apparent in other areas of the country as well, partly because of the national scope of the Experienced Teacher Fellowship Program, which was prominent in the creation and early development of the Center for Inner City Studies.

In the main, responses from the students and former students of CICS indicated approval of their graduate program experiences. These persons expressed the belief that the program had helped them become more effective teachers. Public school administrators agreed that CICS had been a major influence in the development of positive attitudes on the part of some Chicago school teachers, who were also viewed as change agents.

As a result of this study, it is concluded that:

1. Attitudinal change in the students must be a primary goal of teacher training programs.
2. A curriculum that draws heavily upon the social and behavioral sciences is important to the training of teachers who will teach minority-group children.
3. If all ethnic groups are to continue to be represented among the teachers who serve inner-city schools, then the training deemed necessary for success must be made equally available to them.

4. It is desirable that urban colleges and universities establish satellite components in various local communities in order to provide maximum educational opportunities for diverse elements of the population.
5. College or university satellite programs should actively seek the support and cooperation of the various components of the parent institution, so as to capitalize upon the existing knowledge and expertise available therein.
6. Considerable institutional flexibility, as well as extensive encouragement and support by the parent college or university are necessary if satellite programs are to succeed with innovative educational programs.
7. Educational programs, made possible through federal funding and found to be effective, should not be terminated when such funds are no longer available but should be supported by local agencies and given some degree of permanency.

Recommendations

The writer, having had a unique opportunity to study the Center for Inner City Studies and Northeastern Illinois State College, recommends that:

1. Because a large percentage of inexperienced teachers begin their careers in inner-city schools, the course-of-study for all undergraduate students in teacher-training at Northeastern Illinois State College include elements of the Inner City Studies curriculum to be offered principally at the southside location.
2. The Center for Inner City Studies offer its full cooperation toward improving relations with other academic departments at Northeastern Illinois State College.
3. An effort be made, by the College administration, to increase the Center's visibility on the North Campus and to encourage fuller participation, by Center personnel, in the affairs of the College.
4. The Center for Inner City Studies adjust its curriculum to include more techniques for teaching in the inner-city, complementing its excellent approach to attitudinal change.
5. A limited number of fellowships be awarded annually to persons who would return to inner-city schools as change-agents and as master teachers for the clinical experiences of other students in the Center for Inner City Studies.

Recommendations For Further Study

As a result of this study, the following recommendations for further study are proposed:

1. Replication of this study, with emphasis on the evolving relationship between the Center for Inner City Studies and Northeastern Illinois State College, during the second five-year period of the Center's existence.
2. A longitudinal survey of the former fellows and other students of CICS, to examine evidence of their impact upon urban education.
3. A five-year study of the Career Opportunities Program to seek evidence of the model's effectiveness as an alternate route to teacher certification.
4. A feasibility study of the possible extensive utilization of the Cultural Linguistics model, of the Follow Through Program in urban schools.
5. A feasibility study of the establishment of satellite teacher training programs by urban colleges and universities for specific communities.
6. A comparative study of various urban education programs to document evidence of the most effective approaches to teacher training.

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A singularly rewarding aspect of the research efforts supporting this account of the formative years of the Center for Inner City Studies has been the opportunity to explore the Center's organization and development from various points of view and through numerous sources. Many persons willingly shared with me their knowledge, resources, and recollections about CICS.

The initial exploratory interview with Donald H. Smith took place in Boston on June 4, 1970. This six-hour colloquy proved to be essential to the planning and scheduling of subsequent interviews, inquiries, and investigations which would involve many other persons and several sources.

My trip from Amherst, Massachusetts, to the Center for Inner City Studies on June 30, 1970, was followed by a second meeting with Smith on August 17, 1970, in New York City. Here, we reviewed several pertinent aspects of the Center's formation. Subsequent meetings with the founder of the Center for Inner City Studies illuminated persons and events which had affected the development of CICS. Smith's concern for objectivity was evident in his insistence that I speak with persons whose impressions might have been dissimilar to his own, and others whose views of the Center were perceived, by Smith, as Negative.

President Jerome M. Sachs and other administrators of Northeastern Illinois State College supplied details and background information unobtainable from other sources. Sachs and Dean Vincent F. Malek, of the Graduate College, made available to me files and records relating to the Center for Inner City Studies.

The president's file, containing a collection of papers pre-dating the formation of the Center, was the source of several important pieces. Included were proposals for the improvement of urban education prepared by faculty members of the College, and correspondence of President Sachs, Congressman William L. Dawson, Commissioner Francis Keppel, and Benjamin C. Willis, Superintendent of the Chicago public schools. These documents provided insight into the difficulties

encountered by some of those who sought to introduce educational innovations to Chicago.

The Graduate College files contained records and memoranda relating to the Inner City Fellows and other students and graduates of the Center for Inner City Studies.

I spent long hours with Stanley M. Newman, co-founder of CICS. Many of my impressions relating to the Center's development are based upon information he shared with me.

Interviews with administrators and faculty members of the Center for Inner City Studies were most productive. Nancy Arnez, Director of CICS, Jacob Carruthers, Chairman of the Department of Inner City Studies, Sonja Stone, former director, and Donn F. Bailey, charter member of the CICS faculty, provided significant insight into the Center's purpose and objectives and its relationship to the College, the immediate community, and the student body. Conversations with faculty members Carol Adams and Elise S. Tucker (a graduate of CICS and the ExTFP I) also were productive. Center staff members Edyth Williams, Ronald Bailey and William Smith offered valuable information on special programs. Visits to several classes and seminars conducted by Lorenzo Martin, Gerald McIntosh, and Barbara Sizemore proved to be enjoyable as well as enlightening.

Other administrators and faculty members on the main campus of Northeastern Illinois State College offered

impressions concerning the establishment of CICS and its relationship to the College. Among these persons were Robert J. Goldberg, vice president for Academic Affairs and Dean of the Faculty; Charles W. Moran, former vice president for Administrative Affairs; Eldridge Scales, Dean, College of Education; Leida Slater, Administrative Assistant to the Dean, College of Education; Ben C. Coleman, teacher, Spanish Department, and charter member of the faculty of CICS; William Itkin, Chairman, Department of Special Education; Dan Kuzahara, member of the Psychology Department and of the first faculty of CICS; Robert N. Paine, Chairman, Department of English; and, Don M. Seigel, member of the Linguistics Department and co-Director of the Prospective Teacher Fellowship Program.

Several administrators of the Chicago public schools were important to the research efforts for this study. Joseph Rosen, Superintendent, District 10, offered his knowledge of the Center's effect on a number of Chicago public school teachers. In turn, they provided their impressions of the Center's programs.

Albert Gaston, Administrative Assistant in District 10 and a graduate of CICS, provided significant observations, as did Malcolm Hemphill, acting principal of a Chicago high school and a 1971 graduate of CICS, and Weldon Beverly, Chicago elementary school administrator.

Interviews with Herman Henning, Susan Korshak, and twenty Chicago public school teachers from ghetto Districts

10, 20, and 23 were essential to the development of Chapters IV and V as were conversations with college-level educators. President William Engbretson of Governors State University, Park Forest, Illinois, and Lawrence E. Hussman of Wright State University, Dayton, Ohio, offered observations from a national perspective. Benjamin G. Cook of Prairie State College, Chicago Heights, Illinois, provided impressions of CICS from the viewpoint of an alumnus and a local college administrator.

Finally, as a faculty member of Northeastern Illinois State College and its predecessors, I relied, to some extent, on my own impressions and recollections of certain events and activities between June, 1965, and January, 1971, in reconstructing this account of the Center for Inner City Studies.

APPENDIXES

APPENDIX A

September, 1966

CURRICULUM
for
THE CENTER FOR INNER CITY STUDIES

EXPERIENCED TEACHER FELLOWSHIP PROGRAM

Illinois Teachers College Chicago - North

	1st trimester	Hours Credit
req.	Graduate Study in Disadvantagement	3
req.	The Culture of Poverty	3
req.	History and Culture of the Negro	3
choose two	(History and Culture of the Southern Mountain white	3
	(History and Culture of the American Indian	3
	(History and Cultures of the Spanish-speaking	3
		15

	2nd trimester	
req.	Methods of Teaching in the Inner City	3
req.	Literature of Minorities	3
req.	Language Problems of the Disadvantaged	3
req.	Intergroup Dynamics	3
req.	Research Methods in Inner-City Studies	3
		15

	3rd trimester	
choose one	(Seminar in Disadvantagement: the Negro	2
	(Seminar in Disadvantagement: the Southern Mountain white	2
	(Seminar in Disadvantagement: the Spanish-speaking	2
	(Seminar in Disadvantagement: the American Indian	2
req.	Seminar in Field Internship	2
req.	Field Internship in the Inner City	6
		10

Course Numbers, Titles and Descriptions

91-312 -- History and Culture of the Negro

Study of African derivation and the culture of American slavery. Urban and rural existence. Development of the emergent Negro middle-class.

ONLY TWO ARE REQUIRED

91-314 -- History and Culture of the Southern Mountain White

The history of the Southern Mountain white is treated in conjunction with an examination of the cultural patterns of the people. The major emphasis is on the family, religion, education and economic status, and their respective roles in the transition from a rural way of life to an urban one.

91-315 -- History and Cultures of the Spanish-speaking: Mexican, Puerto Rican, Cuban

The cultures of the Puerto Rican, Mexican, and Cuban are studied against their historical backgrounds. Special attention is given to an understanding of the individual's problems in transition from peasant to urban societies.

91-316 -- History and Cultures of American Indians

Treatment of the general history and distribution by cultural area of the North American Indian. A description and analysis of representative Indian values is undertaken in order to understand the problems in the process of change from tribal to non-tribal systems.

91-326 -- Language Problems of the Disadvantaged

A review of the literature and research on language problems of the disadvantaged. Methods and programs for speech, reading and listening improvement. Such learning aids as the Echorder, Phonic Mirror, and the Bell and Howell Language Master will be utilized.

91-331 -- Literature of Minorities

An approach to the study of minority cultures through literature written by and about those minorities. Literary works concerned with Negroes, Southern Mountain whites, American Indians, Cubans, Puerto Ricans, and Mexicans will be studied. Through the

reading of novels, plays, biographies, essays, poems, and short stories, students will be able to gain insights into the cultural attributes of these groups.

91-341 -- The Culture of Poverty

An intensive comparative analysis of the "way of life" of America's urban poor and their relationship to the larger society.

91-348 -- Intergroup Dynamics

Prerequisite: General Psychology
Students learn how to help pupils and parents of different races to interact harmoniously. Through such techniques as role playing, panel discussions and public speaking, students will have practice in directing activities which will enhance intercultural relationships.

91-353 -- Research Methods in Inner City Studies

This course treats research design and analysis of data. It includes methods for collecting and interpreting data, observation, formulation of hypotheses, techniques of interviewing, questionnaire construction, and writing of reports. A primary objective of the course is to train students to read research studies with understanding and to apply the findings to classroom instruction.

91-354 -- Methods of Teaching in the Inner City

Curriculum development and adjustment to meet needs of inner-city pupils. New approaches to teaching the "hard to reach" pupil. Students will develop units in their own major teaching areas, utilizing new materials and techniques.

91-411 -- Graduate Study in Disadvantagement

An introduction to graduate study in the problems of disadvantaged cultures: Negroes, American Indians, Southern Mountain whites, Cubans, Mexicans, and Puerto Ricans.

ONLY ONE IS REQUIRED

(91-421 -- Seminar in Disadvantagement: the Negro

Prerequisite: 91-411
Primarily reading and research in specialized areas. For example, the Negro self-image, the effects of caste life on mental health, the ethos of the ghetto, and the school in the ghetto community will be studied. Students will do research and present papers on special problem areas and their relationship to school and community.

(91-422 -- Seminar in Disadvantagement: the Southern Mountain White

Prerequisite: 91-411
This seminar deals generally with the problems of Southern Mountain newcomers. Analysis of urban adjustment problems is undertaken against the determinants imposed by urban environments. Students will do research and present papers on special problem areas and their relationship to school and community.

(91-423 -- Seminar in Disadvantagement: the Spanish-speaking

Prerequisite: 91-411
A description and analysis of the world views of Spanish-speaking peoples is undertaken in order to understand and help to solve the problems they encounter in adjusting to an urban environment. Adjustment problems of Cubans, Mexicans, and Puerto Ricans will be studied. Students will do research and present papers on special problem areas and their relationship to school and community.

(91-424 -- Seminar in Disadvantagement: the American Indian

Prerequisite: 91-411
The case of the American Indian will be used in treating the concepts of "Urban Man," and "Tribal Man." The development and use of these concepts in the study of the Indian's adjustment to the urban community will contribute to the student's understanding of the concepts, the Indian, and himself. Students will do research and present papers on special problem areas and their relationship to school and community.

91-452 -- Field Internship in the Inner City

This course will give the student an opportunity to work with disadvantaged children in varied social agencies which serve these youngsters in their communities. The student will function as participant-observer by assuming an active work role in the various programs offered by the agencies, thereby allowing close, intimate contact with the children and their parents. Agency staff supervision, as well as regular attendance at staff conferences, will enable the student to gain working insight as well as an understanding of the philosophy of the agency program.

91-453 -- Seminar in Field Internship

Note: This course must be taken concurrently with 91-452.
A companion course to Field Internship. Students will be helped to formulate operational principles of understanding and working through various problems which arise in the student's interaction with disadvantaged youngsters in the field. Clarification of the student's attitudes and feelings as determinants in the relationships and learning processes will be mutually explored.

APPENDIX B

The first faculty group: the Center for Inner City Studies

1966-67

Dr. Nancy L. Arnez

Mr. Donn F. Bailey

Mr. Ben C. Coleman

Mr. Daniel K. Kuzuhara

Mr. Stanley M. Newman,
Assistant Director

Mr. Robert W. Reitz

Dr. George R. Ricks

Mrs. Barbara A. Sizemore

Dr. Donald H. Smith,
Director; Founder

Mr. P. Sterling Stuckey

Mr. Harry H. Woodward

APPENDIX C

CALENDAR FOR 1966-67 FOR EXPERIENCED TEACHER FELLOWSHIP PROGRAM

Fall Trimester, 1966

September 8 - Thursday	Orientation of Fellows
September 9 - Friday	Orientation Continued
November 24 and 25 - Thursday and Friday	Thanksgiving Holidays
December 19 and 20 - Monday and Tuesday	Final Examinations
December 21 - Wednesday	Fall Trimester Ends
December 21 to 30, inclusive	Christmas Recess

Winter Trimester, 1967

January 3 - Tuesday	Winter Trimester Begins
January 20 - Friday	Last day for filing preliminary applications for graduation in August, 1967
April 18 and 19 - Tuesday and Wednesday	Final Examinations
April 21 - Friday	Winter Trimester Ends
April 24 to 28, inclusive	Spring Recess

Spring Trimester, 1967

May 1 - Monday	Spring Trimester Begins
May 19 - Friday	Last day for filing final applications for graduation in August, 1967
May 30 - Tuesday	Memorial Day Holiday

July 4 - Tuesday	Independence Day Holiday
August 4 - Friday	Final date for payment of graduate fee for August, 1967 graduates
August 8 - Monday	M.A. Papers Due
August 10 and 11 - Tuesday and Wednesday	Final Examinations
August 16 - Wednesday	Spring Trimester Graduation

APPENDIX D

September, 1967

CURRICULUM
FOR
THE CENTER FOR INNER CITY STUDIES

PROSPECTIVE TEACHER FELLOWSHIP PROGRAM
Master of Education
With a Language Emphasis

This is a totally new curriculum, now in its first year of application. The curriculum combines a theoretical approach with actual experiences of working closely with inner-city students and master teachers.

1st Trimester		Hours Credit	
Req. 91-312	History and Culture of the Negro	3	Thompson
Req. 91-313	The Idiom of Negro Ghettos	3	Kochman
Req. 28-415	Phonetics and Phonemics	3	Seigel
Req. 28-410	The Structure of American English	3	Beaver
		12	

2nd Trimester			
Req. 91-331	Literature of Minorities	3	Arnez
Req. 91-326	Language Problems of the Disadvantaged	3	Kochman
Req. 29-447	Applied Linguistics: Standard English as a Second Dialect	3	Paratore
Req. 29-351	American Regional Dialects	3	Kochman
		12	

3rd Trimester			
Req. 28-453	Seminar in Teaching Methods and Materials: Applied Linguistics	3	Booth
Req. 91-452	Field Internship	3	Booth
Req. 91-354	Methods of Teaching in the Inner City	3	Sizemore
*Req. 91-451	Research and Thesis	3	
		12	

*Students will be assigned advisors during the second trimester.

Hours: 36

Master's Paper:

Each Fellow, in consultation with an advisor, will write a Master's Paper in an area of his special interest.

Oral Examination:

Each Fellow will be examined orally by a committee consisting of his advisor and instructors.

Degree Awarded:

After the Fellows have completed all course work, the Master's paper, and successfully passed the final oral examination, they will be eligible to receive a Master of Education Degree in Inner City Studies with an emphasis on Language Development.

Student Research:

Among the requirements for the degree is a Master's paper which involves an advisor who will be responsible for directing the student's research projects. During the last trimester, each student will present his paper in a seminar.

Course Descriptions and Instructors

91-312 - History and Culture of the Negro -Thompson

Study of African derivation and the culture of American slavery. Urban and rural existence. Development of the emerging Negro middle class.

91-313 - The Idiom of Negro Ghettos -Kochman

A study of the oral communication characteristics and language patterns peculiar to Negroes in urban ghettos.

91-326 - Language Problems of the Disadvantaged - Reading and Writing -Kochman

A review of the literature and research on language problems of the disadvantaged. Methods and programs for reading and writing improvement.

91-331 - Literature of Minorities -Arnez

An approach to the study of minority cultures through literature written by and about those minorities. Literary works concerned with Negroes, Southern Mountain Whites, American Indians, Cubans, Puerto Ricans, and Mexicans will be studied. Through the reading of novels, plays, biographies, autobiographies, essays, poems, and short stories, students will be able to gain insights into the cultural attributes of these groups.

91-451 - Research and Thesis

Supervision and advising in evolving M.Ed. paper problems and in writing the paper.

91-452 - Field Internship -Booth

Practicum in working with disadvantaged children in the elementary classroom.

28-415 - Phonetics and Phonemics -Seigel

The study of phonetics and phonemics to include practice in transcribing speech-sounds and in analyzing spoken forms in sets, etc.

28-351 - Seminar in Historical Linguistics (American) Regional Dialects -Kochman

This course will include a review of modern studies of regional dialects, their relationship to social and cultural factors and how these can affect language and learning. Attention will be given to scientific descriptions of non-standard speech patterns. Students will have access to published and unpublished materials in this field.

28-410 - The Structure of American English -Beaver

An introduction to descriptive linguistics and generative-trans-formational grammar, etc.

29-447 - Applied Linguistics: Standard English as a Second Dialect -Paratore

Training in the discrimination and classification of non-standard language data and in the production of drills for forming standard English habits.

28-453 - Seminar in Teaching Methods and Materials -Booth

Detailed study in individual problems involving instructional materials and techniques for teaching reading, writing, speaking, and listening.

APPENDIX E

November 4, 1970

TO FORMER PARTICIPANTS
EXPERIENCED TEACHER FELLOWSHIP PROGRAM
OF
THE CENTER FOR INNER CITY STUDIES

Dear Former Fellow:

I am conducting a survey of former students of The Center for Inner City Studies, as a part of a comprehensive study of Urban Teacher Education.

It is felt that the Center has, in the past, and continues now to make a distinctive contribution to the theory of preparing teachers and other professionals for effective work among children and other residents of inner-city communities.

May I have your cooperation in helping to validate the present study?

Please complete and return, at your earliest opportunity, the enclosed questionnaire. I would be most appreciative if you would also write (one or two paragraphs) of your professional perspective prior to, and subsequent to your experience at the Center.

Thank you much for your contribution on behalf of the study, and best wishes to you in your present and future endeavors.

Please return the questionnaire to me at the above address.

Very truly yours,

Gerald Butler

QUESTIONNAIRE FOR EXPERIENCED TEACHER FELLOWSHIP PROGRAM PARTICIPANTS
CENTER FOR INNER CITY STUDIES

Please indicate the answer which is most nearly correct for you by placing a check mark in the space provided, and by writing in the requested information on lines provided.

1. What is your ethnic-group memberhip?

_____ Black

_____ Indian

_____ Spanish-speaking (specific group) _____

_____ White

_____ Other: Specify _____

2. In reference to your salary:

a) Please check your salary range prior to entering the PTFP.

_____ $5,000 - $6,500

_____ 7,000 - 8,500

_____ 9,000 - 10,500

_____ 11,000 - or more If more, please indicate range _____

b) Please underline, or otherwise indicate, your present salary range.

3. Please indicate your position prior to entering the Center for Inner City Studies.

_____ Counselor

_____ Classroom teacher

_____ Administrator

_____ Supervisor-Consultant

_____ Coordinator

_____ Specialist

_____ Other (specify) _____

4. What is your present position?

_____ Counselor

_____ Classroom teacher

_____ Administrator

_____ Supervisor-Consultant

_____ Coordinator

_____ Specialist

_____ Other (specify) _____

5. Did you return to your local area?

_____ Yes

_____ No

a) Please write in your local area before entering the program.

_____

b) Please write in your present location.

_____

6. Among which ethnic group are you currently working?

_____ All or mostly Black

_____ All or mostly Indian

_____ All or mostly Spanish-speaking

_____ All or mostly White

_____ Other (specify) _____

7. To what extent do you feel the training received at the Center has been an asset in your present position?

_____ Very much

_____ Moderately

_____ Very little

_____ Not at all

a) Please explain your answer to #7. _____

_____

_____

_____

b) Did you learn any new teaching techniques in the program?

_____ Yes

_____ No

If yes, please specify those most practical in your situation:

_____

_____

_____

c) Did the program motivate you to present new proposals for your local school system?

_____ Yes (Please specify) _____

_____ No (Please specify) _____

d) Have any changes occurred because of your efforts? (specify)

_____

_____

8. Please indicate the kind of community in which you are now working.

_____ A very large city--over 500,000 population

_____ A large city of 200,000 to 500,000

_____ A suburb or 'satellite' city of a central city--100,000 to 200,000

_____ A small city between 25,000 and 100,000

_____ A town or city of 2,500 to 25,000

_____ Other (specify) _____

9. In reference to community organizations and community involvement:

a) Please list some organizations to which you belong.

1.

2.

3.

4.

5.

b) Please place a check mark beside those which you joined following your participation in Center programs.

10. As to your particular activities in your community:

a) Has your community publicized your work in any way?

_____ Yes

_____ No

If yes, please enclose duplicate copies of articles, pictures, etc., from newspapers and magazines.

11. What have you read in the area of disadvantagement since you left the Center? Please list below.

    1.

    2.

    3.

    4.

    5.

12. As to your educational plans:

    a) Do you plan further graduate study?

    _____ Yes

    _____ No

    _____ Uncertain

    b) If yes, in what particular area? Please specify, briefly:

    _____

    _____

13. Are there any specific changes, which you would recommend, for Center operations or procedures?

    _____ Yes

    _____ No

    If yes, please specify below.

    _____

    _____

    _____

14. If there is any other information that you think will help to validate our report, please write it in the space below, and on the reverse side of this page.

APPENDIX F

November 4, 1970

TO FORMER PARTICIPANTS
PROSPECTIVE TEACHER FELLOWSHIP PROGRAM
OF
THE CENTER FOR INNER CITY STUDIES

Dear Former Fellow:

I am conducting a survey of former students of The Center for Inner City Studies, as a part of a comprehensive study of Urban Teacher Education.

It is felt that the Center has, in the past, and continues now to make a distinctive contribution to the theory of preparing teachers and other professionals for effective work among children and other residents of inner-city communities.

May I have your cooperation in helping to validate the present study?

Please complete and return, at your earliest opportunity, the enclosed questionnaire. In the space provided, please cite at least one instance (more, if possible), in which your experience at the Center has been beneficial to you in the performance of your professional duties.

Thank you much for your contribution on behalf of the study, and best wishes to you in your present and future endeavors.

Sincerely yours,

Gerald Butler

QUESTIONNAIRE FOR PROSPECTIVE TEACHER FELLOWSHIP PROGRAM PARTICIPANTS
CENTER FOR INNER CITY STUDIES

Please indicate the answer which is most nearly correct for you by placing a check mark in the space provided, and by writing in the requested information on lines provided.

1. What is your ethnic-group membership?

_____ Black

_____ Indian

_____ Spanish-speaking (specific group) _____

_____ White

_____ Other: Specify _____

2. In reference to your salary:

a) Please check your salary range prior to entering the PTFP.

_____ $5,000 - $6,500

_____ 7,000 - 8,500

_____ 9,000 - 10,500

_____ 11,000 - or more If more, please indicate range _____

b) Please underline, or otherwise indicate, your present salary range.

3. Please indicate your position prior to entering the Center for Inner City Studies.

_____ Counselor

_____ Classroom teacher

_____ Administrator

_____ Supervisor-Consultant

_____ Coordinator

_____ Specialist

_____ Other (specify) _____

4. What is your present position?

_____ Counselor

_____ Classroom teacher

_____ Administrator

_____ Supervisor-Consultant

_____ Coordinator

_____ Specialist

_____ Other (specify) _____

5. Did you return to your local area?

_____ Yes

_____ No

a) Please write in your local area before entering the program.

_____

b) Please write in your present location.

_____

6. Among which ethnic group are you currently working?

_____ All or mostly Black

_____ All or mostly Indian

_____ All or mostly Spanish-speaking

_____ All or mostly White

_____ Other (specify) _____

7. To what extent do you feel the training received at the Center has been an asset in your present position?

_____ Very much

_____ Moderately

_____ Very little

_____ Not at all

a) Please explain your answer to #7 _____

_____

_____

_____

b) Did you learn any new teaching techniques in the program?

_____ Yes

_____ No

If yes, please specify those most practical in your situation:

_____

_____

_____

c) Did the program motivate you to present new proposals for your local school system?

_____ Yes (Please specify) _____

_____ No (Please specify)_____

d) Have any changes occurred because of your efforts? (specify)

_____

_____

8. Please indicate the kind of community in which you are now working.

_____ A very large city--over 500,000 population

_____ A large city of 200,000 to 500,000

_____ A suburb or 'satellite' city of a central city--100,000 to 200,000.

_____ A small city between 25,000 and 100,000

_____ A town or city of 2,500 to 25,000

_____ Other (specify) _____

9. In reference to community organizations and community involvement:

a) Please list some organizations to which you belong.

1.

2.

3.

4.

5.

b) Please place a check mark beside those which you joined following your participation in Center programs.

10. As to your particular activities in your community:

a) Has your community publicized your work in any way?

_____ Yes

_____ No

If yes, please enclose duplicate copies of articles, pictures, etc., from newspapers and magazines.

11. What have you read in the area of disadvantagement since you left the Center? Please list below.

1.

2.

3.

4.

5.

12. As to your educational plans:

a) Do you plan further graduate study?

_____ Yes

_____ No

_____ Uncertain

b) If yes, in what particular area? Please specify, briefly:

_____

_____

_____

13. Are there any specific changes, which you would recommend, for Center operations or procedures?

_____ Yes

_____ No

If yes, please specify below.

_____

_____

_____

14. If there is any other information that you think will help to validate our report, please write it in the space below, and on the reverse side of this page.

APPENDIX G

A SURVEY OF TWENTY PUBLIC SCHOOL TEACHERS: GRADUATES OF THE CENTER FOR INNER CITY STUDIES

1. How did you become aware of the graduate program in Inner City Studies?

   _____ Through the news media.

   _____ Through professional publications.

   _____ From other teachers.

   _____ Through the College.

2. How would you rate the Center's educational approach, in comparison to traditional education programs and courses of study?

   _____ Not as meaningful.

   _____ Slightly more meaningful.

   _____ Somewhat more meaningful.

   _____ Much more meaningful.

3. In your opinion, to what extent are teachers in the schools influenced by other teachers who are either students or graduates of the Center for Inner City Studies?

   _____ Not at all.

   _____ Slightly.

   _____ Somewhat.

   _____ Very much.

4. Has your approach in dealing with low-income children changed as a result of your graduate program?

   _____ Yes, definitely.

   _____ No, definitely.

   _____ Somewhat.

5. To what extent were you favorably impressed with the curriculum in your graduate program?

_____ Not at all.

_____ Slightly.

_____ Somewhat.

_____ Very much.

APPENDIX H

ORGANIZATIONAL CHART
OF
THE CENTER FOR INNER CITY STUDIES